

## CHAPTER 6

# SPEECHES

Americans must be aware of the Navy's role in national defense, forward presence, aiding allies and protecting national interests. Logistically, however, it is not possible for most Americans to observe the Navy in action at sea firsthand.

The Navy can clearly and convincingly communicate to the American people its important role by getting Navy people to tell the Navy's story at the grass roots level. Speeches are an easy, inexpensive way to do this.

From the Navy's point of view, a speech is made only for the purpose of transiting a Navy message effectively to the largest number of influential people in the community. The impact of a good speech has far-reaching significance, primarily because the audience will not only discuss the speech among themselves, but pass the message to colleagues, friends, family members and other contacts—virtually ensuring continuous circulation.

Every time a Navy representative talks to an American Legion post or a chapter of the Jaycees, he carries a message—the Navy's story. For 10, 15 or 20 minutes, he has the audience's undivided attention. When a speaker delivers a good speech, he makes a worthwhile impression upon the audience which causes it to act upon the message received. Even with relatively small groups, personal presentation of the Navy's case is still the most effective means of gaining community cooperation.

As a senior journalist, your role is to communicate the Navy's story in one or all of four capacities: (1) as a ghost writer, (2) as the coordinator of a speaking engagement, (3) as the speaker on certain occasions and (4) as the organizer of a command speakers bureau.

### SPEECH PREPARATION

**Learning Objective:** *Recognize the importance of effective speech planning and the steps in preparing a speech.*

Speech preparation or planning is defined as the process of planning a talk before, during and after the actual researching. These steps save speech planners,

writers and presenters much time and anxiety in the preparation of oral and visual presentations.

The following are the four basic steps in planning an effective speech: (1) accepting the right speaking engagement, (2) choosing and researching your topic, (3) assessing the occasion and (4) assessing the location.

### ACCEPTING THE RIGHT SPEAKING ENGAGEMENT

The DoD encourages Navy military and civilian personnel to serve as speakers in both public and private forums. These forums are considered appropriate when the following conditions exist:

- The views expressed are according to national policy.
- The topics discussed are within the cognizance of the DoD.
- Participation does not interfere with assigned duties of personnel.
- The speaking engagement would not take on the appearance of a conflict of interest, commercial endorsement or benefit, and so forth.

There are unsuitable speaking forums to avoid, such as addressing a partisan political group or any organization that could be considered extremist. DoD policy prohibits Navy speakers from appearing at an event where the attendance is barred to anyone because of race, creed, color or national origin or if the group sponsoring the event is discriminatory in a similar fashion.

Speaking at fund-raising events is also prohibited, except for certain designated causes, such as the Combined Federal Campaign, USO and Navy Relief. For further guidance, consult *PA Regs*, Chapter 3.

### CHOOSING AND RESEARCHING YOUR TOPIC

The speech topic you choose should reflect your command's direct area of responsibility and be of significance to the audience. Thorough research

prepares the speaker to answer an occasional critical question.

When you research your topic, keep in mind that all speeches must receive, at minimum, a command security and policy review. The review procedures will vary from command to command and normally involve a “chop” of the text by the PAO, XO and CO. Speeches made by senior Navy officials must receive a security and policy review by the ASD(PA).

## **ASSESSING THE OCCASION**

You should thoroughly check the physical setup in which the speech will be delivered. What is the reason for the talk? Is it a commemoration of a national holiday? Can you use a pertinent opening to take advantage of a specific event? Who will speak before your presentation is scheduled? Will the talk be delivered before or after a meal? Answers to these questions can greatly influence audience interest in a speech and should not be taken lightly.

## **ASSESSING THE LOCATION**

A final speech preparation step is thoroughly checking the physical setup in which the speech will be delivered. Will a public address system be necessary? Is there ample lighting? Are there facilities for visual aids? Are there enough seats? Solving such potential problems is a vital part of preparing for a successful speech.

## **SPEECH CLASSIFICATIONS**

Learning Objective: *Differentiate between each speech classification.*

Each time a speaker faces a group of people, he must have a purpose in mind. This purpose is directly related to the response the speaker wants from his audience. Speeches are classified into several different types according to their general purposes and the desired audience response. The different types of speeches are discussed in the following text.

## **SPEECHES TO SECURE GOODWILL**

The goodwill speech is the backbone of public affairs work and it is a valuable tool for gaining public support. The opportunity to present a goodwill speech

usually occurs when a club or group asks a Navy representative to tell them about the command or its activities. Many goodwill speeches are made in foreign as well as stateside ports of call by senior officers.

The following are the three basic approaches used to develop a goodwill speech: (1) historic, (2) organization and operation and (3) service to the community. These approaches are discussed in the following text. Also, a list of development suggestions for these approaches is presented.

### **Historic**

A goodwill speech highlights significant events in your command's history. These may include humanitarian accomplishments (various military work in disaster relief), examples illustrating the reliability of the command (how it responded to a call during war) or incidents stressing the importance of the unit to the community, such as historical events that illustrate how the command has played an important role in the growth of the community.

### **Organization and Operation**

The speaker may explain the mission, organization or operations of your command. In this case, you may want to emphasize, without being obvious, how you do your job. You can do this by stressing the size of the organization, the magnitude of the job, the effort required and the efficiency of the organization in performing its tasks. Procedures or methods borrowed from civilian industry should be noted and credited. Techniques used by your command that audience members might apply in their own business activities should also be singled out.

### **Service to the Community**

You may also develop the goodwill speech to emphasize exactly what your unit or activity does for the community. You may choose to emphasize how your unit protects the community's property and way of life. While emphasis on the part your unit plays in national defense can be effective, it is usually better to relate directly to the needs of the local audience.

### **Goodwill Speech Suggestions**

When you develop any of these approaches or help a member of your speakers bureau prepare a

presentation, the following six tips will help you improve the goodwill speech:

**1. Present new information.** Your audience, especially in areas where military installations have existed for some time, may be familiar with general information concerning your command. Develop material that has inherent interest; make your audience feel they are getting firsthand information.

**2. Show the relationship between your command and the audience.** To achieve strong audience interest, you must try to relate the goals, aspirations and objectives of your command to those of your audience. Seek to illustrate that what your command does is important to the lives of the individuals in your audience.

**3. Avoid definite requests for approval.** You must remember your objective is to “soft sell” the command. You should avoid appearing as a “barnstorming” salesman trying to pressure your audience into appreciating your command. The approval you seek must come from the audience’s recognition of the value of your command based on the material you present.

**4. Offer some type of service.** Whenever possible, try to offer a service to your audience as a means of reinforcing the bonds between your command and the civilian community. Types of services you might offer include the following:

- Visits to the command
- Informal brochures
- Offers to join in a civic campaign or endeavor
- Offers to provide additional speakers for future programs

**5. Be informal and sincere.** In presenting a goodwill speech, the speaker must project sincerity and enthusiasm while displaying modesty and tolerance. He must avoid giving the impression that he is preaching or lecturing to the audience. The speaker must seek to establish a slightly informal air without suggesting a disorganized presentation. He should always use an extemporaneous delivery in the goodwill speech, since this type of delivery permits the speaker to establish the best rapport. The extemporaneous delivery method will be explained later in this chapter.

**6. Reinforce goodwill.** Very frequently, a speaker will be invited to follow his presentation with a question and answer period or a social hour. It is important in these after-speech contacts that the speaker reinforces

the goodwill he has developed by continuing to display good humor, tolerance, sincerity, controlled enthusiasm and modesty.

## SPEECHES TO STIMULATE

When a speech is given to stimulate, you want your audience to be inspired to the point of enthusiasm, or to feel awe, respect or devotion. Speeches commemorating events, such as Independence Day, Memorial Day or Armed Forces Day, usually have stimulation as their general purpose.

## SPEECHES TO CONVINCE

When the general purpose of a talk is to convince, you attempt to influence the beliefs or intellectual attitudes of your audience with evidence. Political speakers urge belief in their party’s policies, philosophers attempt to convince people of the validity of their ideas and advertisers strive to convince their listeners of the superiority of certain products.

## SPEECHES TO ACTUATE

The purpose of a talk designed to actuate is to solicit some definite, observable action by your audience at a specific time. The fine line between a talk to convince and a talk to actuate stems from the fact that the talk to convince only attempts to change the mental processes of the audience, while the talk to actuate requires some definite action above these mental processes. A politician who asks you to go out and vote “yes” or “no” on a certain issue is an example of a speaker who is speaking to actuate. Navy recruiters, for example, attempt to actuate people to join the Navy.

## SPEECHES TO ENTERTAIN

A speech to entertain merely requires that the audience enjoy themselves. The purpose most after-dinner speakers have is to entertain with the use of colorful and interesting anecdotes.

## SPEECHES TO INFORM

The object of a talk designated to inform is to teach and provide your audience with an understanding of your subject by increasing or widening their knowledge of the subject. Teachers lecture primarily to inform, plant supervisors show their workers how a certain piece of equipment operates by informing, and, most important to you, officers in command keep their men

and women up-to-date on the latest command evolutions, events and policy changes by informing.

## **SPEECHES TO INTRODUCE**

There are many occasions that will require you to introduce a speaker, such as the following: guest speakers at command briefings, training sessions, news conferences or briefings and public meetings. In addition, you will often have to write a speech of introduction to be given by another person. It is always wise for you to anticipate the need to prepare an introduction as an aid to the program chairman, to introduce your officer in command, or some other naval representative at public speaking engagements.

Your main objective is to stimulate the listeners' desire to hear the speaker; everything else is subordinated to this aim. The duty of the person who introduces the speaker is to introduce, not to make the presentation or air his views on the subject. He is only the foregoing agent for the speaker whose job is to sell the speaker to the audience.

## **SPEECH DELIVERY METHODS**

Learning Objective: *Identify the various speech delivery methods.*

Now that you have studied the speech preparation steps and the various classifications of speeches, it is time to select a speech delivery method. Why decide this first? Simply because the degree and type of preparation vary with each different method of delivery. Four principal methods of presenting a speech are as follows:

- Impromptu
- Memorization
- Manuscript
- Extemporaneous

## **IMPROMPTU**

The impromptu method is completely unplanned. You are at a meeting of the Second Class Petty Officers Association Advisory Board and someone says something with which you disagree. So you get up and make an impromptu speech. Perhaps you are on leave in your hometown and stop by to see your former high school principal. He invites you to tell the senior class a little bit about your Navy travels and experiences, and thus you deliver an impromptu speech.

Unless you are one of those rare people who can talk on any subject at any time, impromptu speaking will probably be difficult for you. You may find yourself nervous, tongue-tied and unable to think of anything to say, much less express yourself clearly. This is a perfectly normal reaction to an unfamiliar situation, and it should not disturb you. The nervousness generated in this setting is both physical and psychological, and you should attack it on both levels. The following sections address these concerns.

## **Physical Considerations**

On the physical level, start by making yourself comfortable. Stand naturally on both feet with your knees relaxed and take several deep breaths. Regulate your breathing and talk slowly so that you never run out of air. As you get into the subject, you will begin to feel better, and the pounding in your chest and wobbling about the knees—neither of which is apparent to your audience no matter how obvious they may be to you—will gradually subside. At the end of three minutes, you probably will not notice these symptoms any more.

## **Psychological Considerations**

Psychologically you should realize that your fear is most likely based on the unfamiliarity of the situation, and not the fact that you have to talk. Obviously, you know something about the subject (probably more than anybody else in the room does), or you would not have been asked to speak in the first place. You could say the same thing to three sailors on the mess decks with no strain. It is really the situation, not the task at hand, that has got you nervous.

## **Situational Concerns**

It is a pretty safe inference that the audience is reasonably well disposed to you personally and to what you are about to say. If they were not, you would not have been invited to speak. You can remember that your nervousness is NEVER as apparent to the audience as it is to you. If you have ever detected that a speaker felt bad, rest assured that he really felt a lot worse.

Additionally, the reaction of an audience toward a nervous speaker is rarely ever contempt. They almost always feel sympathetic toward the speaker. So tell yourself that you know considerably more about the subject than anybody else there, that the audience is friendly, and that all you are doing is talking to them—and you talk to people every day without getting nervous.

You will be surprised how much this approach will do for your self-confidence.

Impromptu speeches are not completely without preparation. When you are in a situation where you might be called on to speak, it is a good idea to think over what you might say if you were called on. Nevertheless, even when you have not done this, you always have a minute or so between the moment you learn you are to be called on and the time you have to start talking. Use this time to pin down the major points to get across. Why are you talking? What is the objective you want to accomplish? If you could say one sentence, what would it be?

Try to form a mental outline of four or five points supporting your main theme, plus an opening sentence. If you have time, decide exactly where you want to end. If you do this, you will make the best of the most difficult of all speaking situations.

## MEMORIZATION

Memorizing a talk word for word is at the opposite extreme of the impromptu method. Some speakers can use this method effectively, but too often it results in a stilted, inflexible presentation, simply because the speaker is more concerned with his material than he is with his audience.

Unless you are an experienced actor, memorization is absolutely the worst way to present a speech. When you memorize, usually you are committing **words and sentences** to memory rather than a **sequence of ideas**. The result is scanned routine that would not sell vacuum cleaners, much less the Navy. It is an expressionless, boring presentation that leaves your audience in doubt as to your sincerity and even your knowledge of the subject.

Another major weakness of this approach is the fact that if you forget a word or a sentence, you may omit important portions of your talk without knowing it, or even worse, find that you do not know where you are, what you have said, or what comes next. In recovering you may omit or even repeat parts of the talk.

## MANUSCRIPT

A great many Navy speakers read speeches that have been written out word for word. This manuscript method is almost as inflexible as memorization. Again, it sets up a barrier between the speaker and his audience because the speaker must pay close attention to what he is reading and cannot react to the responses of the

audience. Occasionally, talks are read effectively when the speaker is particularly gifted and practiced at reading, but for the most part, the manuscript method should be left to special circumstances, such as the following:

- When the verbatim text has been or will be released to the news media and it is probable that the speaker will be quoted extensively.
- When the subject matter involves security or policy considerations so sensitive that the exact wording is essential.
- When the talk is being broadcast and timing is critical.

A speaker must have a lot of experience and usually a bit of training to read a speech effectively, since a speech is read effectively only when it sounds as though it were not being read. This method is not recommended for your own use; and if you are called onto help any officer or petty officer prepare a speech, you should do what you can to discourage him from reading from a completely prepared text.

## EXTEMPORANEOUS

The extemporaneous method is usually used by most good speakers. To a speechwriting newcomer, “extemporaneous” sounds synonymous with “impromptu” or “extempore,” but in the language of public speakers, it means something quite different.

The delivery seems to be off the cuff, while actually the material has been well prepared and rehearsed. An extemporaneous delivery is a happy medium between the overly casual impromptu and the stiff memorization or manuscript. The talk is very carefully planned and outlined in detail. Sometimes a complete draft of it is written out, but this draft is only used in rehearsal. The talk is delivered from an outline with the speaker memorizing the sequences on the outline, but never the exact wording.

What makes the extemporaneous method so effective is that it borrows the good qualities from the other three methods of speaking without incorporating their bad qualities. A thorough and careful use of the extemporaneous method results in a talk as polished as a memorized one, and certainly more vigorous, flexible and spontaneous.

There are other advantages of the extemporaneous method. With an outline, you can adapt your talk to the situation, spending more time than originally planned

## I. INTRODUCTION

- A. Attention Step (method used in gaining initial attention)
- B. Limited Objective (statement of exactly what you are to talk about)
- C. Motivation
  - 1. Appeal (statement of how the audience will benefit)
  - 2. Support (an example making the appeal sound realistic)

## II. EXPLANATION

- A. First Main Point (sentence of fact or idea to be covered)
  - 1. Support (fact, example, analogy, etc., clarifying first point)
  - 2. support
  - 3. support
- B. Second Main Point (sentence of fact or idea to be covered)
  - 1. Support (fact, example, analogy, etc., clarifying first point)
  - 2. support
  - 3. support

## III. SUMMARY

- A. Recap the Main Points (restatement of what you have said)
- B. Reemphasize motivation (why the audience should remember what you said)
- C. Forceful Conclusion (method used in ending the talk)

Figure 6-1.—Key word outline.

on points that seem to need more explanation or emphasis and shortening or even skipping some areas entirely. This is next to impossible with several pages of fully worded text.

Also, the outline takes up less space than a full text. The outline of a five-page speech might fit on one or two 5-by 7-inch index cards, or at the most, one typewritten page. The fewer pages you have to rustle around the lectern, the better off you are (particularly if there is not a lectern).

Remember that speaking extemporaneously requires the speaker to memorize the sequences in his talk, but not the exact words. The easiest method of doing this is by preparing and using a key word outline. This outline is a skeleton of the talk, a sort of structural blueprint from which you speak. You condense what you intend to say into “key words” that serve to remind you

of your ideas and the order in which to present them. Regardless of where you speak, the key word outline is an invaluable friend when it is used properly. A diagram of this outline appears in figure 6-1.

The “explanation” (Part II of the outline) is geared for a talk with two main points. If you had three main points, “C” would appear after “B.” If you had only one main point, you would not need A or B because the main point would follow directly after “explanation.” The remainder of this section will concentrate on developing the key word outline. Explanations and examples will be given on all three major steps: the introduction, the explanation and the summary. Also, the number of supports under any main point is flexible, depending upon the main point and the supporting material available.

## SPEECH INTRODUCTION

Learning Objective: *Recognize the elements specific to the introductory part of a speech.*

An effective speech introduction should arouse the interest of the audience (attention step), summarize in one simple sentence what will be covered in the talk (limited objective) and give the audience a good reason to listen to that limited objective (motivation). Strive to keep this part of the talk short, meaningful and interesting.

### ATTENTION STEP

The speaker who believes that he will not have difficulties maintaining the audience's interest is relying on the hope that he is a novelty and that people are breathlessly awaiting his words. It is true that, for the first few seconds, the speaker is a novelty, and the audience will be interested in looking him over. However, it is the next few seconds that count, since within this time the first words are spoken and they must really capture the audience's attention. The two criteria for selecting material for your attention step are as follows:

- Make sure your attention step is directly related to your subject.
- Make sure your attention step is not so bizarre that it detracts from the rest of your talk.

Outside of these considerations, the only limiting factor for an attention step is the imagination of the speaker. The following techniques should give you an idea of the many ways to begin a talk.

### Interesting Illustration

Actual incidents from real life, stories from literature and hypothetical illustrations may be used as attention steps. When used effectively, the story opening has great appeal and is almost guaranteed to arouse and maintain the audience's attention. For example:

"During the Second World War, Fleet Admiral Ernest J. King was asked by a group of newsmen just what the U.S. Navy's public relations policy was. Admiral King replied: 'Do not tell them anything. When it is over, tell them who won.' (He had a point and I wonder what Ernie King would say had he heard Secretary \_\_\_\_\_ this morning. I am sure many of us might sigh with relief if this policy were current. But as you know it is not. Even

in the framework of war, such a negative policy is not in tune with today's climate. . . .)"

### Quotation

A quotation that leads directly to the subject frequently can establish immediate attention. An excerpt from a speech made by Rear Adm. Brent Baker, the former Chief of Information, is used here as an example:

"Recently, I received and read the 1990 Navy women's study group report. Rear Admiral Bobby Hazard, in her forwarding letter to me, said: 'I hope this report will enable greater understanding of the perceptions of Navy women and men and stimulate even more specific actions to improve the assimilation of women at every level of commands.' (Let me underscore the word *perceptions*, because the world of public opinion or perceptions is one I work for every day. . . .)"

### Humor

All of us like to laugh at a colorful anecdote. If you can relate a humorous story, do so, but make sure you choose it wisely for its relation to the presentation. A funny story may be hilarious in itself; but unless it focuses attention on the subject, it is of little value. Make your humor relate to your subject. For example:

"The title of this speech, 'Public Affairs and Command,' reminds me of what happened to a rear admiral years ago when his flag was aboard the USS *Long Beach*, which was finishing a tour on-the-line off Vietnam. *Long Beach* was ordered to Sydney, Australia, for four days of R&R. You may recall the incident as *Long Beach* was about to depart Sydney, when a good-looking blonde got aboard, spent the night and apparently was about to stowaway when she was discovered hiding under a bunk in the admiral's quarters. This incident made headlines in Australia. And the next day, a similar story made the front pages of the Los Angeles newspapers with the caption reading: 'BLONDE FOUND UNDER ADMIRAL'S BED ABOARD USS *LONG BEACH*.' Since the admiral's family lived in nearby Long Beach, he tells me the event caused quite an eye-opener that morning at his house. Especially since his wife and daughters did not know the admiral had unexpectedly transferred his flag from *Long Beach* before its arrival in Australia. Imagine being suspect of such a happening and receiving no benefit because one was not even there. He has since told me, 'I am not sure whether I was lucky on that

one or not.' (I guess the moral of the story is: 'Keep a sharp watch on your public affairs!' Shifting now to public affairs activities. . . .)"

Here is one other important guideline regarding humor: If you cannot tell an anecdote in mixed company, do not tell it at all.

### Rhetorical Questions

A rhetorical question is one that does not require a verbal response from the audience. It is asked merely to get the audience to think. This method, when properly used, should make your audience want to hear the answers to these questions. For greatest effect, rhetorical questions should be used in groups of three or more. For example:

"How many of you here today truly understand the meaning of the term *sea power*?"

"How many of you are familiar with the tremendous role that the sea has played in our nation's growth and development?"

"How important is sea power to us in the 1990s?"

"(Never in our history has sea power been so vital to our security as it is today, This importance will increase and the term sea power will take on new meanings. . . .)"

### Striking Facts or Statistics

Using a startling fact or statistic is a good way to "jar" your audience into wanting to hear you clarify it. The unexpected always arouses attention. For example:

"Four hundred and fifty aircraft from six carriers churned out 140 sorties of combat capability each day during DESERT STORM, one-third of all the air missions flown during the war. Add to that more than 280 precision Tomahawk cruise missile launches and you just begin to see the complexity of applying Navy-Marine Corps air power in DESERT STORM. Combine that with Air Force and allied air, and you have 3,000 pounds of bombs falling on the enemy every minute through the 42-day war. Now, that will rattle any army. (What about the Iraqi army? What was the war like from its perspective? Tonight we will take a look at the Iraqi army during DESERT STORM—specifically, the many logistical problems they encountered.)"

### Visual Device

A visual aid that arouses curiosity and is colorful and interesting can be another effective way to open a talk. For example:

The speaker places an alarm clock on the lectern. It quickly goes off. Shutting it off, the speaker states, "Now is the time to do something about pollution. (The threat to our natural environment is growing every day. It is about time we woke up to this fact and started taking a few corrective measures. For the next few minutes, I would like to discuss certain aspects of environmental pollution in the United States. . . .)"

The following is another example of relating a visual device to a more abstract and complex organization:

The speaker holds up a bottle of pills and says, "I have in my hand a bottle of pills. They are aspirin for headaches, ibuprofen for inflammation and assorted aches and pains and various other kinds of pain relievers. However, they all have one thing in common: regardless of the claims, they are all designed to relieve pain. (I would like to speak to you for a few minutes about another pain reliever, WHO, the World Health Organization, a specialty agency of the United Nations. Specifically, I will explain how two functions of WHO, fieldwork and technical assistance, contribute to the cause of worldwide health.)"

Remember, the first portion of the introduction is the attention step. It should be related to the subject and should be geared to arouse audience interest. When condensing the above attention step concerning the United Nations into "key words," the attention steps would appear on your key word outline described in figure 6-1 as follows:

For the subject: THE UNITED NATIONS

A. Attention Step-analogy-pills and WHO-both cure pain.

### LIMITED OBJECTIVE

Since the attention step is the first part of the introduction, the limited objective is usually determined before any work is started on your keyword outline. The reason is that the limited objective is, very simply, a one sentence statement of what you are going to cover in your presentation. Before you can come up with an attention step that leads into the limited objective, you



have to determine just what the limited objective will be.

One of the keys to success in any talk is knowing exactly what you are going to cover in the time allotted. Notice that after the preceding examples of attention steps there appeared in parentheses a transition and a statement of exactly what the speaker was going to cover. These sentences are the result of a broad, general subject, such as “The North Atlantic Treaty Organization (NATO)” being cut to a specific portion of that subject. Moving from the general subject to a limited portion of it is called “limiting the objective.”

Since most subjects are much too broad to be covered completely in the time allocated, let us take a broad subject, NATO, and see how you, the speaker or speech writer, can select a limited objective from it.

One of the easiest ways for you to start is to conduct a question and answer period with yourself. The major consideration in cutting the subject is the time you have in which to speak. For example, if you had only 10 minutes to talk about some aspect of NATO, the cutting process might look like this:

- Can I tell everything about NATO in 10 minutes?  
Of course not. It will have to be cut down.
- How about explaining the organizations of NATO: the civil organizations and the military organization with its four major commands? Too broad—more cutting needed.
- How about one, two or three things about each various organization within NATO? The one, two or three idea is fine, but I cannot adequately cover one, two or three areas of each and every organization in just 10 minutes.
- How about briefly tracing the history and overall mission of NATO, and then explain the importance of just one command within NATO's military structure? Process completed.

Remember, the second part of an introduction is called the limited objective. It is simply a one-sentence statement of what you are going to talk about in the time allotted. When condensing the above limited objective concerning NATO into key words, it might appear on your key word outline described in figure 6-1 as follows:

For the subject: THE NORTH ATLANTIC TREATY ORGANIZATION

B. Limited Objective—NATO's history or mission and importance of Allied Command Atlantic.

## MOTIVATION

A fine imaginative attention step is a sure way to begin your talk. Follow this with a simple statement of what you are going to cover by stating your limited objective, and the audience becomes aware of what you are going to say. If you proceed directly to the explanation or body of your talk, you stand a good chance of losing the attention of half the group. Why? Because, in most cases, that audience does not care about what your limited objective might be. If you assume they will be polite and listen to you, you are undoubtedly ignoring the many times you have “tuned a speaker out” because you did not think what he would say would benefit you.

To prevent this, it is necessary to make sure that your objective appeals to your audience. Therefore, the third portion of an introduction is called motivation and is simply calculated to show your audience how they will benefit should they spend the next 10 minutes listening to you talk about your limited objective.

Very few individuals are moved to action without first being motivated to some extent. The wish to impress someone important to you motivates you to be sure you look your best when meeting that person; the desire to qualify for advancement is motivating you at this moment to read this sentence. Advertisers use the process of “motivating” continuously, and whether you buy one product or another usually depends upon the skill of the advertiser in convincing you that his product is more suitable **for you**.

Those last two words, “for you,” are essential. The underlying theory behind all these examples is the same: “Take this action or buy this product and you will be better off.” Getting that audience to sit up and say, “That is for me!” will result in an attentive group throughout your talk. There are many different and varied approaches for motivating audiences. For example, you might appeal to the audience's pride, loyalty, fear, acquisition and independence.

How do you know what will get your particular audience to listen? How do you know what appeal to use? For the answer to these questions, you will have to analyze your audience (explained later). With the aid of this information, you should be able to predict some general similarities in your audience. Use these similarities for your appeal.

Once you make the initial appeal, it is necessary for you to include an example of that appeal to add reality. Simply saying, “Listen to me talk because what I have

to say will save your lives," is only a good start. To make that statement convincing, follow it with an example that ensures that what you have to say really might save the lives of those in the audience.

Remember, the third and last portion of the introduction is called motivation. It contains two parts. First, an appeal to show the audience how it will benefit from listening, and second, an example adding color, reality and personalization to the appeal.

## SPEECH EXPLANATION

Learning Objective: *Recognize the elements specific to the explanation part of a speech.*

The speech explanation is the major part of any speech. It is often referred to as the body." The three major portions that make up any successful explanation are the main points, supporting material and phrasing.

### MAIN POINTS

A main point is a concise, one-sentence statement of a fact or idea that you want your audience to remember. The main points in your talk should be expressed clearly and emphatically. Two ways to select main points are by means of self interview and by audience analysis, a discussion of which follows.

#### Self Interview

The purpose of the self interview is to find out all you know about your limited objective before doing any formal research. If your limited objective is "The Importance of the Allied Command Atlantic," jot down all you know concerning this subject. The more you know about your limited objective, the less you will have to research later.

#### Audience

The second way to select main points is to estimate what your audience might want to know concerning your limited objective. Many times the limited objective you have chosen will be completely foreign to you and the self interview will be fruitless. If this is the case,

simply choose tentative main points based on what you think your audience might want to know about your limited objective. For this, consult your audience analysis.

From these two lists—first, what you know about your limited objective, and second, what your audience might want to know about your limited objective—select one, two, or three areas that you feel you can cover adequately in the time allotted. When you have made this selection, condense the ideas into simple sentences without losing the meaning of the points. This will make them easier to remember when you present them.

Now that you have decided on your limited area and the number of main points, you must consider the most effective way to handle the main points. How, in a single sentence, is it possible to tell your audience exactly what you are going to talk about? There are four possible approaches in wording your limited objective and main points: What, Why, How and How to.

**THE "WHAT" APPROACH.**— Your purpose is to **identify**. What you identify can be a term, method, type, place, person and so forth. In any case, your aim is to tell what something is, and no more. You are dealing with facts. You must support these facts using material that is meaningful and interesting. Analogies explaining the unknown by comparing it to the known are particularly effective when using the "What" approach, as in the following example:

"Today I would like to **identify** the three main buildings of the United Nations."

**1st Main Point** —One main building of the United Nations is the Assembly Building.

**2nd Main Point** —Another main building of the United Nations is the Secretariat Building.

**3rd Main Point** —The third main building of the United Nations is the Conference Building.

**THE "WHY" APPROACH.**— Your purpose is to state the characteristics or qualities of your objective, and then, as main points, tell why the characteristic or quality is true. To do this, state your limited objective and main points in simple, declarative sentences. Note the following example:

“Today I will discuss two reasons **why** the Navy of the future will need a force of 450 active and reserve ships.”

**1st Main Point** –We have the responsibility to retain the military strength necessary for guaranteeing our nation’s security.

**2nd Main Point** –We must help solve the domestic financial problem by maintaining only those forces essential to our national security goals.

**THE “HOW” APPROACH.**— Your purpose is to explain how something works, is to be done, can be avoided, improves a situation, and so forth. To do this, state in your limited objective what your main points concern and how they will accomplish something. Then state each main point in a simple, declarative sentence that will specifically explain the “how,” as in the following example:

“Today I will discuss **how** NATO stopped Communist aggression in the North Atlantic area.”

**1st Main Point** –Since its formation, not one square foot of NATO territory fell to communism.

**2nd Main Point** –The member nations, by heritage, by economic necessity, by common interests and principles, have formed a closely knit, interdependent union for mutual defense.

**THE “HOW TO” APPROACH.**— Your purpose is to tell your audience actually **how** to do something. If you do not have time to explain a complete process, then tell as much of the “how to” as time permits. (For example, talk only of the first step of a five-step process.) Phrase your limited objective so that you state what it is you want your audience to know how to do. Your main points will be statements of the steps involved such as in the following example:

“Let us discuss the first two steps in obtaining (**how** to obtain) an absentee ballot.”

**1st Main Point** –The first step in obtaining an absentee ballot is to see your voting officer.

**2nd Main Point** –The second step in obtaining an absentee ballot is to write to your election district for an application form.

## PHRASING

You probably noted a distinct pattern in the phrasing of the main points. Good speakers go to great lengths to phrase their main points in such a way that the meaning will be clear and easily remembered by the audience. To achieve this result, you should keep in mind the following three characteristics of good phrasing:

- Conciseness
- Motivation
- Parallelism

### Conciseness

State your points as briefly as possible without sacrificing meaning. A simple declarative sentence is better than a complex one. Therefore, “Marksmanship develops your reflex instinct” is better than “One of the ways through which your marksmanship can be improved is the use of correct techniques to better reflex your instincts.”

### Motivation

Whenever possible, word your main points to appeal to the interests and desires of the audience. True, in the introduction, you may include an entire step devoted to motivating the audience to listen, but the more personal the entire talk, the more interesting it will be. The more the words “you” and “your” can be used, the more personal the main point will be.

### Parallelism

Try to use the same sentence structure and similar phrasing for each of your main points. Wherever possible, start each main point with the same phrase. Word a series of main points like this:

1. Nuclear-powered ships are more flexible than conventional ones.
2. Nuclear-powered ships have a longer cruising range than conventional ones.
3. Nuclear-powered ships require less engineering personnel than conventional ones.

## SUPPORTING MATERIAL

Supporting material will constitute the bulk of your talk. Any means a speaker uses to clarify and to make his main points meaningful make up the supporting material. Supporting material should accomplish the following in developing main points:

- Clarify—Clear up doubts; eliminate confusion.
- Amplify—Expand, develop a complete discussion; include all essential elements.
- Verify—Give factual support to prove contentions; provide evidence for statements.
- Emphasize—Make prominent; underscore.

There are many types of supporting material, some of which are discussed below.

### Personal Experiences

Your experiences, past and present, are an excellent source of supporting material. Relating actual experiences that you may have had concerning the main point will often result in a sharp increase in interest. A word of caution: Too many personal experiences in one presentation may make you sound self-centered. Do not overuse this type of supporting material to build yourself up or to avoid research. Also, avoid using naval jargon, especially Navy acronyms. It is a surefire way to lose an audience in a hurry.

### Illustrations

Illustrations are detailed stories of examples of the idea to be supported. Illustrations are either factual or hypothetical. Factual illustrations relate what actually happened; they describe a situation that has actually occurred. Hypothetical illustrations tell what could have happened or probably will happen; they describe a situation that only has the appearance of an actual situation. Factual illustrations can carry conviction, whereas hypothetical illustrations are used principally to make abstractions more vivid and concrete.

### Factual Examples

Factual examples are usually from qualified sources found in libraries. They give added weight to the main point they are supporting.

## Analogies

In an analogy, similarities are pointed out between that which is already known or believed by the audience, and that which is not. In a talk to inform, this is probably the most effective way to get your audience to remember the main point in question.

### Other Supporting Materials

The previous sections highlighted the three most common and effective forms of supporting materials. Other excellent supporting materials include the experiences of others, anecdotes, testimony, quotations and current news events.

Again, keep in mind, the explanation of your talk consists of two parts-main points and supporting material. The main points are concise, one-sentence statements of facts or ideas that you want your audience to remember. Supporting material is any means you use to clarify, amplify, verify or emphasize the main points.

## SPEECH SUMMARY

Learning Objective: *Recognize the elements specific to the summary part of a speech.*

Just as the introduction consisted of three parts, so does the summary. The three segments of the summary are as follows:

- Recap the main points
- Re-emphasize motivation
- Present a forceful conclusion

### RECAP THE MAIN POINTS

To make sure your audience remembers your first, second and third main points, it is always wise to repeat them. A summary should be brief, but accurate. Note the following example:

“Well, I have been talking for 20 minutes and in this time I have said three things: (1) Preserving our environment is a priority issue for the American people and for the American sailor; (2) The U.S. Navy is committed to operating its ships and shore facilities in a manner compatible with environmental goals; (3) We are obligated—and dedicated—to help our commands at sea and ashore around the globe continue these efforts, large and small, to preserve the environment for our own well-being and for future generations.”

## RE-EMPHASIZE MOTIVATION

Again, to reassure the audience that what they now know will benefit them in some way, it is necessary to remind them of how they will benefit if they remember what you have said. Consider the following example:

“You now have a working knowledge of two combat developments in marksmanship. If you ever come to grips with the enemy, what you have learned in the past 20 minutes could mean the difference between life and death.”

## FORCEFUL CONCLUSION

The forceful conclusion is the end of your talk and should be as dramatic and interesting as the attention step. A weak ending diminishes the effect of the points. The statement, “Well, I guess I am done” or “That is all I have now” greatly reduces the impact of any presentation. The same techniques that were suggested to open a talk can be used to close one.

Illustrations, quotations, jokes and questions are all good ways of closing a talk. A strong, positive statement is one of the best. Nobody seems to have improved on “I know not what course others may take, but as for me, give me liberty or give me death.” One thing is vital, however. Your closing should tie the entire talk together in one cohesive unit.

## SPEECH WRITING

Learning Objective: *Recognize the basic speech writing techniques.*

The public affairs office is usually the public speech writing department for the officer in command. As the senior journalist in this public affairs position, you may be the speech writer for the command. At the very least, you can expect to be called on some time during your career to write an occasional speech for the skipper and perhaps for other senior members of his staff. If your command is large enough to have a formal speakers bureau in operation (discussed later in this chapter), you will be required to maintain several “canned” speeches and slide presentations for various occasions.

Speaking engagements in nearby communities are an integral part of the public affairs plan for gaining public support and understanding. Opportunities to speak are being sought more and more by all commands within the Navy. Therefore, the skipper and the PAO

will expect you to assist them in researching and preparing, or in writing, the manuscripts of talks given by them or a representative of the command.

This job rests with the public affairs office not only because the officer in command does not have the time to prepare a different speech for each occasion but also because your office should be in an excellent position to (1) assess an audience’s needs, desires and interests in asking for a speaker; and (2) determine the gaps in public understanding concerning activities, policies and missions of your organization or installation.

The following is a list of the advantages of a written speech:

- It provides an opportunity for the writer to revise, edit and polish the speech until it is literally a gem.
- It can be submitted for clearance and checked closely for security or policy violations.
- It reduces the possibility of a serious misquotation on critical matters.
- It assures the speaker of meeting the time limitations on radio, television or at a civic club function.
- It allows the dissemination of an advance release to assure more complete and accurate coverage.

## AUDIENCE ANALYSIS

An extemporaneous speaker can adjust his material as he is presenting it. The feedback he receives from his audience dictates certain changes and sometimes elaboration of a part or two.

However, the speech **writer** has no such opportunity. If he errs, even in the slightest detail in his analysis, the speaker has no other recourse but to wade through an ill-adapted manuscript. Therefore, prior analysis of the audience, situation and occasion takes on increased importance and must be considered in greater detail.

In analyzing the audience as to age, sex, background, size, socioeconomic status, and so forth, you should talk with members of the club or group as part of your research before you start to write the speech. If possible, attend one of their meetings. This will aid you in your analysis of the audience and enable you to examine the physical setting where your speaker will make his delivery. The size of the room, customary

seating arrangement and the facilities for using aids might present a problem or might need greater attention in some circumstances. The outline in figure 6-2 will prove helpful in analyzing an audience.

Sometimes the reason for an invitation to speak may not always be apparent on the surface. A commander of a fleet ballistic missile submarine squadron, who receives an invitation to speak to a chamber of commerce on future ASW applications, should not always jump to the conclusion that they are interested because the SUBRON itself is very shortly going to be homeported in their community. The audience may have read that this squadron of six or eight ships will soon be their neighbors, will be nuclear-powered, and will carry nuclear weapons. Their hidden motive for inviting him might conceivably be a fear of possible harm from the nuclear armament.

On the other hand, a request for a speaker may reflect the audience's desire to know the impact on the community of an incoming unit. The speech writer must know this and adapt his speech accordingly. He must supply the speaker with the necessary facts to answer the questions they might pose.

## **SPEAKER ANALYSIS**

Previously, we have been concerned with adjustments to the audience, the situation and the occasion. As the speaker, it was necessary to analyze the audience you hoped to influence, to know their wants and to adapt your material to their needs. But now, as the speech writer for another speaker, you have an additional adjustment to make—the analysis of the speaker.

To write a speech for another person, you must put yourself in his place, understand his aims and try to think the way he does. In a manner of speaking, the idea is to get inside the person and learn what makes him tick. If you succeed, your words will sound natural coming from the man who delivers them. Make certain the speech reflects the speaker's personality.

As a beginning, get to know the man. Where has he been? What has he done? Check the personal history file and you will find some answers. Read his previous speeches and the comments on them to get his ideas and his use of words. Listen to him talk and know how he expresses himself. Pick up his pet phrases and anecdotes. Find out if there are some words or sounds he cannot pronounce easily. Develop a writing style and vocabulary suited to his speaking personality, verbal mannerisms and capability. If this is not possible, write the speech in a straight journalism style that will permit the speaker to personalize it himself.

## **PREPARATION STEPS**

Let us assume your office receives a request for the CO (or his representative) to speak to a civic group. What do you do to assure a successful talk and to make it worth the time of the audience and the skipper? You should analyze, recommend, outline and polish the speech.

### **Analyze the Speech**

Initially you must analyze your audience, occasion and location and determine the purpose best served in the talk. Asking and seeking to answer the following types of questions will aid you in this process:

1. Is it merely to inform?
2. Is it to convince (or to actuate) the audience?
3. Is it to secure their goodwill toward the command and its activities?
4. Is **any** Navy topic acceptable, or do they want something specific?
5. Is there anything that could offend them?
6. Will they be a friendly audience?

Consider the speaker and his relationship to members of the group, his prestige within the group and his previous contacts with them. Consider the aspect of the subject that would best suit the above factors.

### **Recommend the Speech**

Now go in to see your commander (or the speaker) to determine his wishes and ideas for the particular speech. Be prepared to recommend a limited objective that most fits the requirements you determine from your analysis. If this objective is accepted, you should also prepare to discuss the tentative outline points to be covered. Be alert to references he makes to personal experiences, that may be used as examples.

If your speaker proposes a different topic, jot down the tentative outline points as you discuss them and check them with him before you leave. This one step will save considerable rewriting time.

### **Outline the Speech**

At this point, prepare a complete, detailed outline of the entire speech, citing types of example material for each point to be made.

Plan the type of audiovisual aids to be used and indicate on the outline where they are to appear during

**AUDIENCE AND OCCASION**  
**Simplified Analysis Outline**

1. Age range \_\_\_\_\_
2. Average age \_\_\_\_\_
3. Intelligence (average, above, below) \_\_\_\_\_
4. sex \_\_\_\_\_
5. Education \_\_\_\_\_
6. Occupations \_\_\_\_\_
7. Knowledge of topic \_\_\_\_\_
8. Knowledge of speaker \_\_\_\_\_
9. Attitude toward topic \_\_\_\_\_
10. Attitude toward speaker \_\_\_\_\_
11. Religious groups represented \_\_\_\_\_
12. Dominant interests \_\_\_\_\_
13. Economic level \_\_\_\_\_
14. Community urbanization \_\_\_\_\_
15. Community industrialization \_\_\_\_\_
16. Any unusual community project \_\_\_\_\_
17. Any unusual community event \_\_\_\_\_
18. Time of day of speech \_\_\_\_\_
19. Place of speech \_\_\_\_\_
20. Size of room \_\_\_\_\_
21. Probable size of audience \_\_\_\_\_
22. Type of decoration \_\_\_\_\_
23. Will audience sit close together? \_\_\_\_\_
24. Other \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_

**Figure 6-2.—Audience analysis outline.**

the speech. Most large commands have access to a graphics or training aids section which can prepare almost any type of visual aid you may need, as long as you can supply them with a rough idea of what you want. Most speeches are supported or illustrated with overhead transparencies, 35mm color slides or video presentation.

Remember to discuss the entire outline with the speaker to be sure it is evolving as he visualized it.

### **Polish the Speech**

You should start to **word** the speech only after the entire outline and plan for the presentation is agreed on.

Put yourself in the speaker's shoes and mentally place yourself in the physical setting before the specific audience as you write.

Check out the aids, preferably in the setting where the speech will be given. If requested, listen to your speaker rehearse the speech and suggest improvements.

If you are concerned about the length of the speech, keep in mind that the optimum speech length is 20 minutes. Figure on one minute per page of double-spaced text.

### **SPEECH WORDING**

A speech is meant to be heard, not read. This means that you must write the speech in words that the speaker would use in conversation with a representative member of the group to which he is speaking. As a speech writer, your job will be easier if you imagine your speaker talking to this representative member and telling him the information he has planned to communicate (the points in the prepared outline).

Pick out a member of the group, imagine him sitting across the desk from you asking a question now and then, putting in an argument occasionally. Write your speech to him, interjecting questions and answering arguments in words that the speaker would really use in everyday conversation. Start the speech from the listener's point of view.

Use spoken, not written, language. Some words cannot be heard and understood as quickly as you say them. If the audience does not catch the meaning of a word, their minds are held up at a mental stoplight while the speaker goes on alone. Avoid pretentious language such as "fatuous" and "it behooves." Use the simplest words to help the audience to understand.

Use examples for every point, preferably the personal experiences of the speaker. Be sure the example really supports the point you are making. There is a surefire formula for getting the point across: (1) state

your point, (2) use an example and (3) restate your point. Check your script. Be sure that statements important to your objective do not stand nude, so to speak, without an example or a "for instance" to clothe them.

The following is a list of a variety of "talk traps" that you should avoid when wording a speech:

- Do not get crushed by the weight of your own over-detailed and over-illustrated speech.
- Beware of falling into the void between two points in a bad transition.
- Do not find yourself out on a limb with no place to go after a big introduction.
- Do not become the prisoner of too many main points.
- Do not get trapped in a jungle of abstractions.

### **DELIVERY TECHNIQUES**

Perhaps the most common dilemma faced by every speaker is that of nervousness. However, what most speakers forget is that this condition can be positive as well as negative. Of course, should you lose consciousness upon reaching the podium, your nerves are working against you! On the other hand, if you feel anxious and "keyed up," your nerves are doing just what they are supposed to do. The race horse that is alert and spirited before a me is often the favorite; the one that is calm and somewhat sluggish is almost always counted on to lose.

The same applies to speaking. Nerves can be an asset to a speaker by mentally preparing him for his presentation. Only when extreme nervousness or extreme nonchalance exists does the speaker need to concern himself with the natural phenomenon of nervousness.

Nervousness is a natural and healthy thing. For most people, speaking before a group for the first time is not easy. By understanding the techniques necessary for building self-confidence, however, you will be well on your way to becoming a more effective speaker.

The first thing you must do is develop a positive attitude-convince yourself that you have the ability to improve. No one is a born speaker or instructor. Speaking well is a skill that is developed as a result of training and practice. Once you have convinced yourself you can improve, you are ready to begin.

The fastest method of developing self-confidence is to be thoroughly prepared. If you have carefully followed the steps in preparation described in this chapter, you should be confident that the material you have prepared is adapted to the needs and interests of your audience. You will have the points that you wish to make organized in



logical sequence, and you will be able to follow the key word outline from quick references to your notes. This is the most comforting feeling a speaker can have.

Once you are secure in your knowledge, you will almost want to get up and share it. This impulse to get your ideas across must be encouraged; you will find that it will increase your interest and fun in all speaking situations. Wanting to say something so that your audience gets the point is one of the impromptu secrets of delivery.

Because of the personality differences of individual speakers and audiences, there are no ironclad rules or principles that can be given regarding the delivery of your speech. The interest and understanding demonstrated by an audience influences a speaker in both what he says and how he says it. Each speaker must adjust to suit his personality. Only general suggestions can be made at this point. What follows are some pointers that will enhance your knowledge of speech delivery techniques.

### Speaker to Audience Contact

Look at your audience. Good eye contact lets you know the reaction (feedback) of the audience, and it

creates the impression that you are talking personally to each member of the audience.

Deliver your talk as if it were the most important event in your life. Make everyone within the audience understand exactly what you are trying to say. Talk to your listeners as if you expect them to stand up and talk right back to you. Vitality will produce effective delivery. There is nothing quite so dull as watching a speaker who is lethargic and seems to be on the border line of sleep while he is delivering his talk. It is much easier to deliver your points effectively if you are enthusiastically concerned in getting ideas across.

Establish a sense of communication with your audience. Think of the members of your audience, not yourself, as you talk to them. Make every effort to express yourself with enthusiasm. Sincerity and interest in your audience warms the receiver of delivery.

### Lectern Appearance

When a speaker moves unnecessarily, it tends to divert the audience's attention. If the movement is natural and easy, it is valuable. Do not distract your audience by too much movement, but do not remain glued to one spot (fig. 6-3).

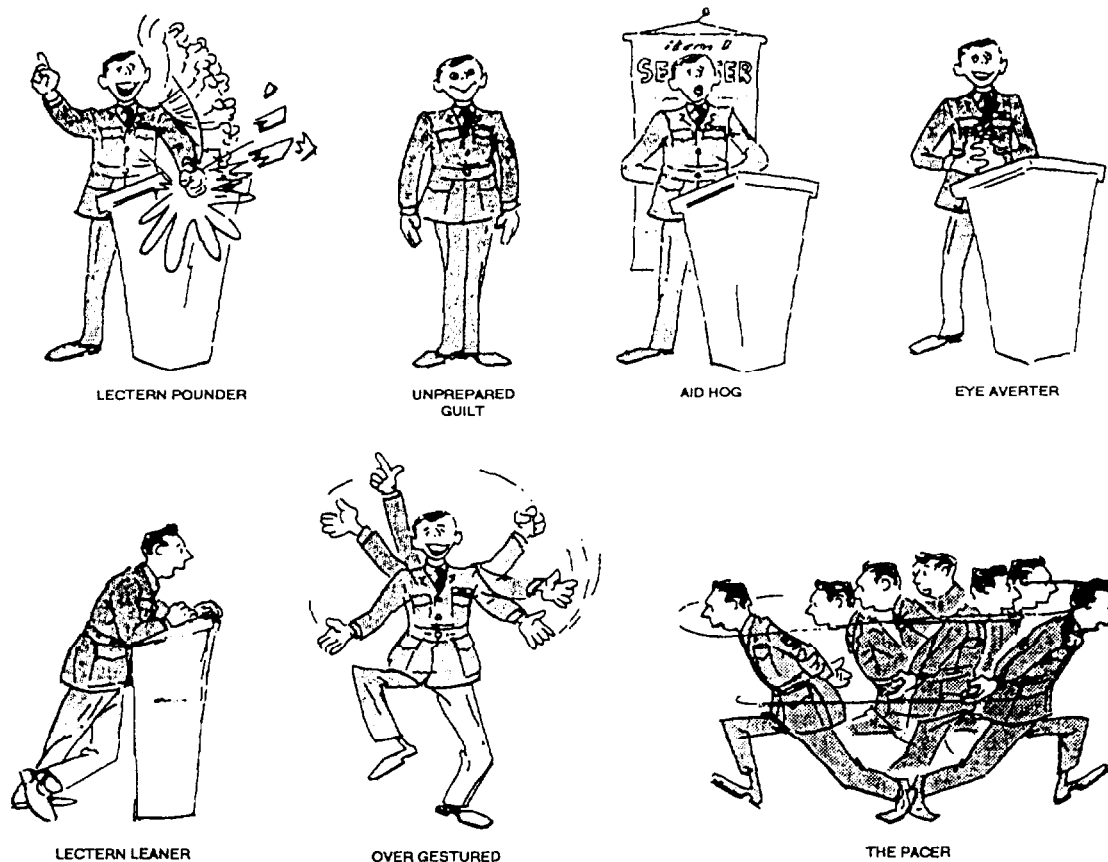


Figure 6-3.-Unnatural or exaggerated lectern or platform behavior by a speaker creates a major distraction.

A gesture is the movement of any part of the body to convey some thought or emotion. Gestures should always be purposeful. They must be natural and seem to grow out of what you are saying. Avoid artificial gestures and mannerisms that do not help to express an idea.

Whenever you speak, you and the Navy will be judged by your appearance. Immaculate grooming will give you added confidence in facing your audience and will add emphasis to what you say.

### **Voice Control**

The quality of your voice has a direct bearing on the effect you will create. Make sure you are loud enough to be heard. Nothing is quite so exasperating as trying to read a speaker's lips to find out what he is saying. Volume should be increased so the person in the last row can hear every word you articulate. Expressiveness is important too. An expressive voice varies the rate of speaking and appears to be conversational in tone.

### **Delivery Rate**

Some thoughts should be spoken slowly, some with feeling and some with excitement. Above all, the rate should be natural for the idea expressed and should serve to emphasize important ideas. Of course, the words selected to convey your ideas must not be overlooked. No speaker will ever have to contend with the criticism that he has a dull or faltering voice if he earnestly strives to get his point across and avoids sounding wooden and mechanical in delivery.

## **AUDIOVISUAL AIDS**

Learning Objective: *Identify the audiovisual aids used to support speeches.*

There are several types of audio and visual aids that a speaker can use to support his oral presentation. The materials and equipment we will discuss now are available at the visual information or graphics divisions of most commands, or they may be borrowed from nearby training aids centers or video libraries. They can also be procured through normal supply channels by the speech writer or by the speaker himself.

Most large public affairs offices, as part of their standard office equipment, maintain such items as 35mm Carousel and overhead projectors, screens, audio cassette recorders, stock video footage, a 35mm slide file, videocassette players, television monitors, and so

forth. For the actual operation of this equipment, refer to the various manufacture's guide books.

Audiovisual aids (equipment and materials) fall into the following four general categories:

- Directly shown devices
- Optically projected aids
- Actual objects and models
- Audio or sound effects

In your speaking situation, you must decide what category (or combination) will best serve you in increasing your ability to communicate your information to a particular audience.

### **DIRECTLY SHOWN DEVICES**

Directly shown presentation devices are reliable and relatively inexpensive. This category consists of charts, graphs, posters, maps, dry marker or chalkboards, slap-ons and handouts.

#### **Charts**

A chart may range from a simple list to a complex portrayal of the function and structure of an organization. A well-made chart is simple and uncluttered and adds immeasurably to the interest and clarity of your presentation.

A chart frequently used is the strip-tease outline chart. This chart contains a brief outline covered with strips of paper. The strips are removed when the right word, symbol or phrase is needed to reinforce the oral presentation. Of course, the words or phrases should be arranged in logical sequence, corresponding to your key word outline or prepared manuscript.

The following is a list of rules you should keep in mind when you use a chart:

- Use short phrases and words and illustrate their meaning, inapplicable.
- Use type and lettering large enough to be seen easily.
- Use highly visible colors.
- Do not use too many colors.
- Keep it simple.

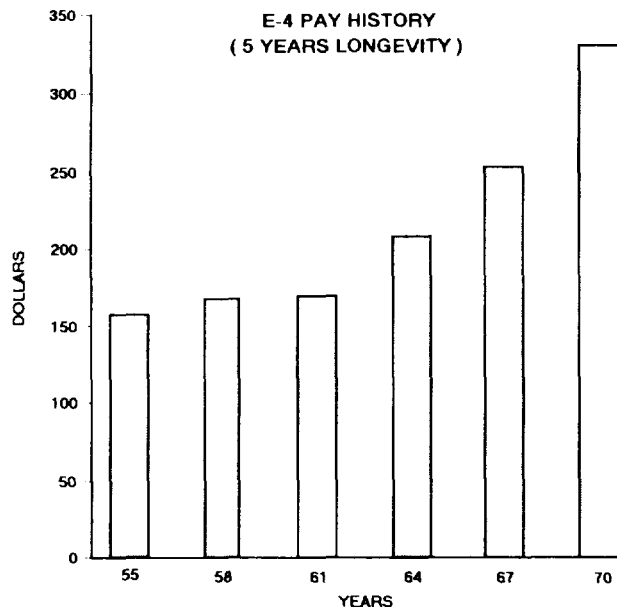
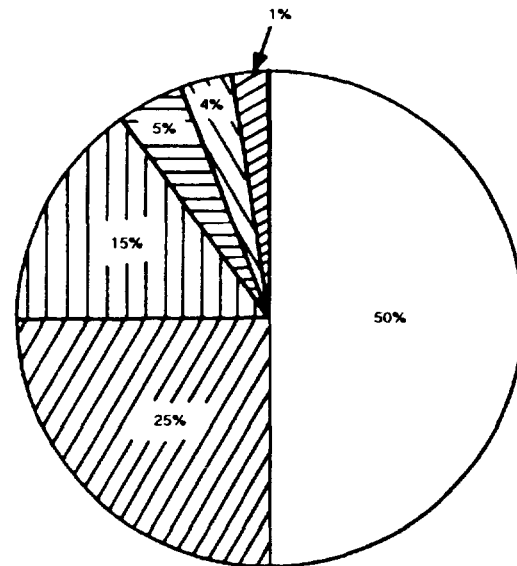
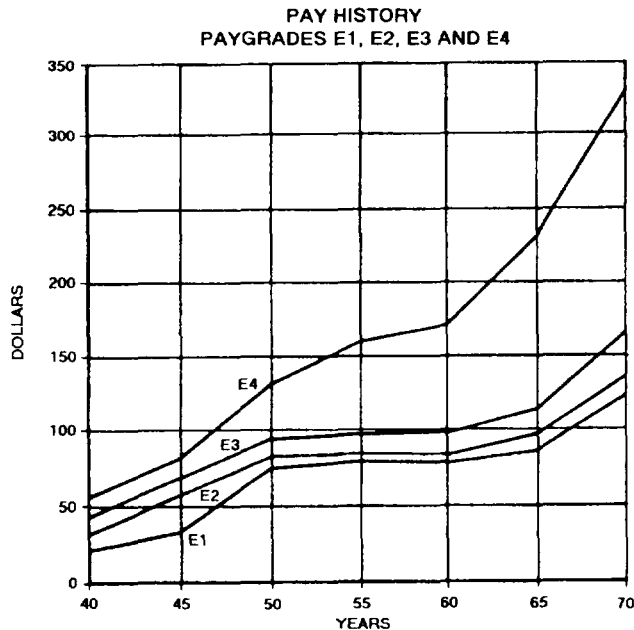
## Graphs

You can make the presentation of statistical material clearer, more vivid and interesting by the use of well-planned graphs. Subjects, such as the growth of manufacturing in the United States, the breakdown of our budget dollar or comparisons of living standards, are best presented with graphs. They require very little special skill in presentation.

Most graphs fall into one of the four categories, as shown in figure 6-4. These categories are as follows:

The line graph is used to demonstrate trends and changes that take place in such items as income and population.

The bar graph is another type used to show information of a comparative nature. The major difference between the bar graph and the line graph is that the former need not show any passage of time.



**POPULATION FORECAST OF U.S. FOR YEAR 2050**  
**BY AGE AND SEX**

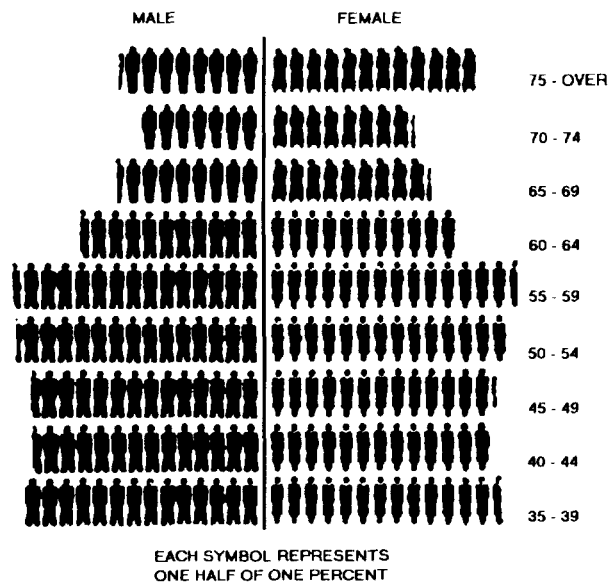


Figure 6-4.-Line, pie, bar and picture graphs (GRAPHS FOR DISPLAY ONLY).

The pie graph is often used to present a percentage breakdown. The complete pie or circle represents 100 percent. The pieces represent proportional percentages.

Although more difficult to prepare, the picture graph is often the most interesting and striking of the four types. Picture graphs are used to show trends, comparisons or combinations of the two. They are prepared in a manner similar to the bar graph. By substituting whole and part symbols for the bar, percentages or quantities can be indicated accurately.

## Posters

Posters are used to symbolize ideas. Usually they do not contain text. Sometimes a short statement or word can be used to help the audience grasp the idea more quickly. An illustration that clarifies your point can convey a message with great impact.

When you prepare a poster (or work with the graphics division on its preparation), eliminate all unnecessary words. Keep the message simple and direct and make sure your picture illustrates what you are trying to get across.

There are several methods by which you can produce a poster. Using an opaque projector (explained later), you can enlarge a picture that can be traced and colored as desired. You can also use carbon paper and a stylus for tracing, either directly or with a sheet of tracing paper in between. For some, using a T square and pantograph will work fine, while others will opt for the freehand method.

## Maps

A map should be large enough to be seen easily; it is preferable to draw in or emphasize by color the areas you are discussing. Maps can be reproduced in the same fashion as posters.

The following list presents a few suggestions to help you develop your technique for using a map effectively as an aid in speaking:

- Colored overlays may be used to outline specific areas.
- Colored ribbons may be stretched between points to show relationships and distances.
- Cutouts, such as arrows, circles and rings, may be prepared in advance and taped to the map in the course of the presentation.

- Acquaint yourself with the map so that you do not have to hunt for the country, state, city or area you are trying to point out.

## Dry Marker or Chalkboards

The main advantage of using the dry marker or chalkboard is that an idea can be placed on the board bit by bit or strip-teased as it is developed orally. Consider the following rules for using these boards:

- Plan your illustrations in advance.
- Keep the board simple and uncluttered.
- Make sure everyone can see the board.
- Avoid obstructing the view of the board.
- Do not keep your back to the audience for prolonged periods.
- Use a pointer when you point to something on the board.
- Do not allow yourself to get trapped by substituting the board for visual aids that you did not get a chance to prepare in advance.
- Make sure your handwriting is legible.
- Use color for emphasis—not mere decoration.
- You can sketch diagrams in advance with a pencil to quicken the drawing process while you are speaking.
- You can prepare and strip-tease art in advance.

## Slap-Ons

Slap-ons are cardboard signs that are usually four inches wide with various lengths. They contain key words or ideas the speaker wants to emphasize. Magnets are glued to the back side and placed on a magnetic chalkboard. Slap-ons placed on felt-covered boards require small pieces of Velcro tape glued to the back.

## Handouts

You may use photo copies of a chart, drawing, fact or data sheet, welcome aboard brochure, and so on, as an aid to your talk. You must carefully plan the time of the distribution. Beware of the temptation to pass out handouts, outlines, or any printed matter during the presentation. Doing this will divert attention from what

you are saying and can result in a loss of continuity. The following principles are involved:

- Motivate the audience to want to read the material.
- Have a system for smooth distribution.
- Maintain contact and continuity.

The best time to distribute handouts is at the end of the presentation, during which time you may ask for questions. An alternate time for distribution is before you begin your talk, provided the audience has been previously motivated to recognize the value of the material.

## OPTICALLY PROJECTED AIDS

Optically projected aids include the opaque projector, overhead transparency projector, videotapes (and associated equipment) and the Carousel slide projector.

### Opaque Projector

The opaque projector (fig. 6-5) has two basic applications. First, it can be used to project graphs, photographs and other aids that are too small to be seen but should be shown in their actual form to your audience.

It may also be used for enlarging clippings, maps, photographs and other items so they can be traced proportionally correct and in complete detail. The projector permits you to project an illustration or other material out of a book without damaging the publication,

The "opaque" uses a 1,000-watt projection lamp and is equipped with a 4 1/2-inch diameter, 22-inch focal length lens. The projector comes with an opaque object-holding device and a conveyor belt loading mechanism that permits uninterrupted projection. It also has an optical pointer that permits details anywhere on the screen to be pointed out by a projected light spot.

The roll feed assembly provides a means for handling opaque objects of any length up to 10 inches wide. The thickness of the object should not exceed 1/32 of an inch.

To operate the roll feed assembly, stand behind the projector and hold the crank knob in your right hand. Hold the copy in the left hand, faceup, bottom edge toward the screen and feed it into the left side of the projector. When the material is inserted approximately 1 1/2 inches, turn the crank clockwise. The pressure created by the impelled air holds the opaque object flat on the feed belt. When the crank is turned, the opaque object is carried into position. When the next opaque object is to be inserted, repeat the operation. The insertion of one opaque object automatically removes the previous one.

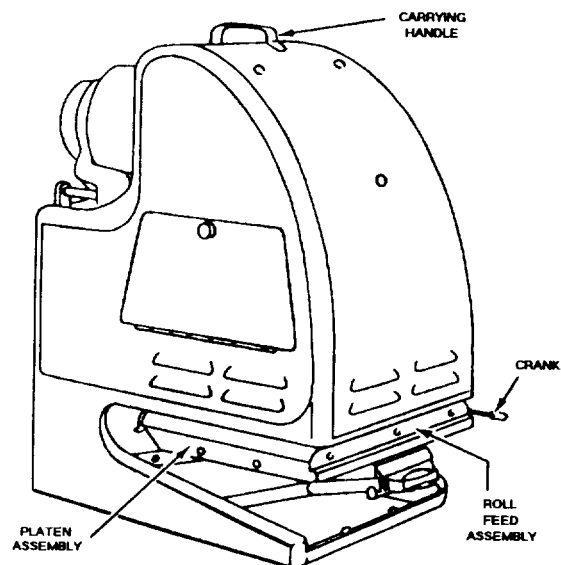
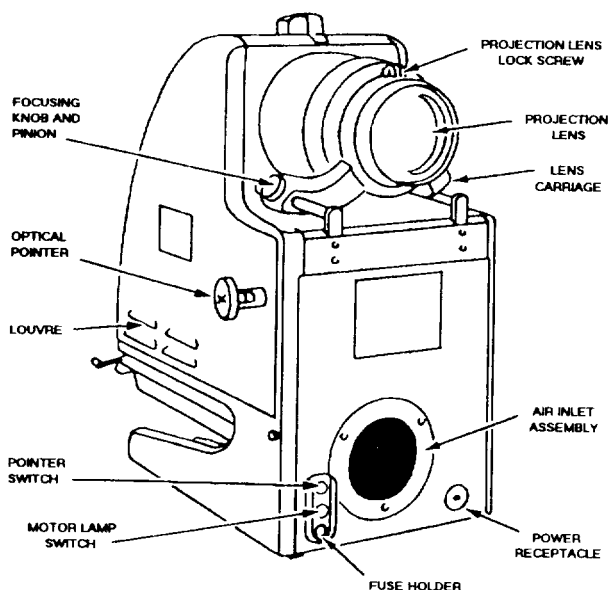


Figure 6-5.-The opaque projector.

To project thicker objects (up to 1 1/2 inches thick), lower the platen assembly to the locked position and remove the roll feed assembly by lifting it off. Place the opaque object upon the platen assembly, and let it rise slowly as far as it will go. Apply a continuous pressure downward on the platen handle with your hand to prevent the platen assembly from snapping upward when you release the lock.

Although thick objects can be projected, only one plane of the object can be brought into focus at a time. Other planes can be brought into focus when you rotate the focusing knob. However, when an object is not too thick, good definition can be obtained over its entire thickness.

When you use this projector, place it on a table high enough to project the image over the heads of the audience. Do not use a low table that requires the excessive extension of the elevating legs. This produces

a distorted screen image that is impossible to focus sharply.

There are several disadvantages of using the opaque projector. It is expensive, relatively heavy (you usually need more than one person to carry it) and the fan blower can be noisy when the unit is in operation. Additionally, the opaque projector does not illuminate the screen as brightly as other types of projectors. For satisfactory projection, use a darkened room.

### Overhead Transparency Projector

This projector (fig. 6-6) is popular with both speakers and audiences. You can draw your audience into your presentation by underlining or writing on the transparency film as you speak. When you note audience comments or opinions on the transparency, they become part of your presentation.

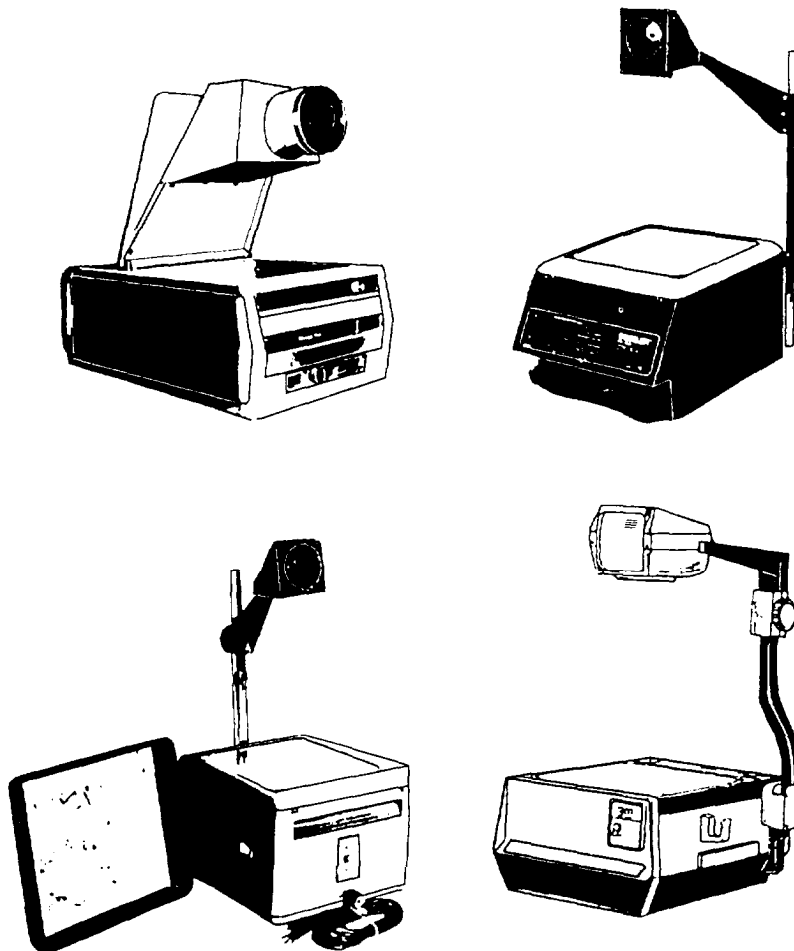


Figure 6-6.-Various types of overhead transparency projectors.

With the proper overhead projector setup, you can face your audience, point to the items on the transparency rather than a screen, uncover one point at a time, and highlight information with colored transparency markers. Also, by writing notes on the overhead transparency frame, the speaker is not tied to a script or index cards. All transparencies must be mounted on cardboard frames to make sure they lie flat on the projector stage and block out excess light.

The overhead transparency projector, like the opaque projector, is noisy when the fan blower is on. Remember to increase your speaking volume when you are operating the projector.

Types of transparency slides that may be used include cellophane or plastic sheets, overlays, cutouts, bar graphs and animated devices that are constructed transparent models with movable parts.

Although many different models of overhead projectors are in use today, the operation of these devices is simple and generally the same. It involves nothing more than turning on the projection lamp, focusing the image and positioning the image on the screen.

Proper placement of the projector requires the operator to consider the best possible arrangement for each situation. Several points to keep in mind are listed below.

- Place the projector on a table or stand at such an angle that the projected image is a nearly perfect rectangle. Projectors not properly placed result in a keystone image (discussed later).
- Make every effort to ensure that each member of the audience can see the image. Also, keep in mind, the farther you move the projector from the screen, the less intense the projected image is.
- Projected images should be viewed without having to shift the eyes over too wide an area. Seating the audience at a distance no closer than twice the width of the image takes care of this requirement.

## Videotapes

Careful selection of videotapes is necessary if they are to complement your speaking situation. Make sure the video will help clarify and add to your presentation.

Preview the video. If it is right, select the important points that you want to highlight and emphasize when you introduce it.

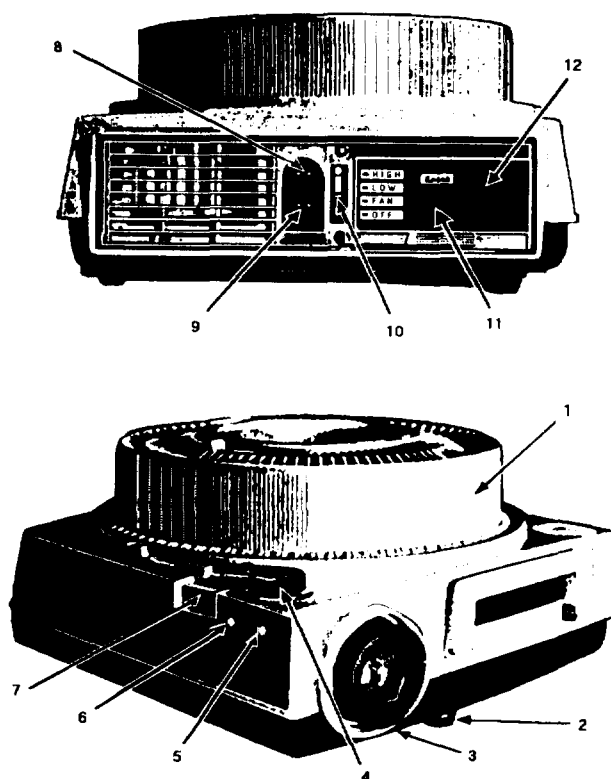
Plan the introduction of the video and the discussion following the video around key points.

Make a final check of the videotape and your tape deck before the presentation. To assure proper tension while playing, fast forward and rewind the tape. Properly adjust the monitor to suit your needs (color, hue, volume, etc.). A videotape can be shown on a large screen, using a television projector. Television projectors are costly, but the quality of the projected picture is constantly improving.

Introduce the tape by telling the audience what they can learn from watching it and suggest the important points to look for during the showing.

## Carousel Slide Projector

The 35mm Carousel slide projector (fig. 6-7) is by far the most preferred visual aid of Navy speakers. Its



1. SLIDE TRAY
2. ELEVATING WHEEL
3. LENS
4. FOCUS KNOB
5. FORWARD BUTTON
6. REVERSE BUTTON
7. SELECT BUTTON
8. REMOTE CONTROL RECEPTACLE
9. DISSOLVE CONTROL RECEPTACLE
10. SELECTOR SWITCH
11. AUTOMATIC TIMER
12. ILLUMINATED CONTROL PANEL

Figure 6-7.-The Carousel slide projector.

associated equipment is portable, generally inexpensive and very versatile, making it an excellent device for public speaking use. Most public affairs offices, especially if they operate speakers bureaus, have a good 35mm Carousel slide projector system.

Slides are fed to the projector from a top-mounted tray designed to accommodate up to 140 slides. The slide tray accepts film sizes 126 (28 by 28mm), 135 (24 by 40mm) and 127(1 5/8 by 1 5/8 in.). Slides mounted in cardboard, glass, metal or plastic 2- by 2-inch frames up to 1/10 inch thick can be used. Slide identification numbers are molded onto the tray. As the tray revolves, the number of the slide being shown is opposite the gate index on the projector.

The forward and reverse buttons located on the side of the projector control the direction of the movement of the slide tray. When you momentarily depress the forward or reverse button, the slides change in either direction at any desired time interval. A wired remote control has similar buttons and, in most cases, a focusing lever for power focusing the lens.

Some units are equipped with an automatic timer feature. When the timer is set at one of three settings (5, 8 or 15 seconds), the slide-changing mechanism is actuated automatically and the slides are viewed for the number of seconds indicated. The timer feature may be interrupted at any time by using the forward and reverse buttons on the remote control or on the projects.

Another feature of the Carousel projector is a choice of high or low illumination. In the high position, the entire 500-watt illumination of the projection lamp is selected. In the low position, the illumination is decreased to 425 watts for longer projection lamp life.

A dissolve unit incorporating more than one projector may be used to create a motion-picture effect.

## **ACTUAL OBJECTS AND MODELS**

At times objects can be used to support your main points. They can be the actual objects you are speaking about or objects that can symbolize your idea; for example, a mechanic's hammer and a sickle can represent communism.

You must remember two things when using actual objects as visual aids. First, the objects must be large enough so that all important details are visible, yet small enough to be handled by the speaker. Second, the object should not be displayed by holding it in your hands; set it on a table or use it on a hook and loop board.

You can make models representing tangible objects to symbolize an intangible idea, and use them to support your point: for example, a scale to represent justice, a small Statue of Liberty to represent freedom, and so forth.

You can make models easily from cardboard, wood and string. Often with models, action can be built in to further enhance the impact of the aid. The same rules that apply to objects apply to models displayed in the speaking area.

## **AUDIO OR SOUND EFFECTS**

Audio devices, when used in conjunction with visual aids, can further the impact of your presentation and increase the audience's retention of your subject matter. In supporting your point, your audience must be able to understand clearly the audio and visual aids. If they are not clear, they only confuse. The two main types of audio equipment systems are audio tape (cassettes and reel-to-reel) and compact disc systems. Records are nearing obsolete status.

## **STAGING A PRESENTATION**

*Learning Objective: Identify the methods of staging a speech presentation.*

The use of audiovisual equipment and materials to support a speech greatly increases our ability to communicate the Navy's message. When audiovisual equipment is used in a presentation, however, the speaking situation must be well-staged. Giving a speech involves more than well-organized subject matter, proper equipment and complementary audio and visual segments.

Proper staging of a presentation depends on controlling the environment to the greatest possible extent, including the proper selection of the screen and establishing a clear line of vision for the audience.

## **THE SCREEN**

The screen is often the weakest link in a projection chain. A projection screen interrupts the light falling on it from the projector (or other sources) and diverts it to the viewer's eyes. The efficiency with which it does this affects image brightness, evenness of image brightness, color saturation and contrast of image.

The screen should be high enough so that the audience has an unobstructed view. From the persons in



the front to those in the rear, there should not be any obstructions.

In most situations, particularly in rooms where the floor does not slope and there is no platform, the bottom edge of the screen should be at least 4 1/2 feet from the floor. With the screen at this height, most people will have an unobstructed view. On the other hand, the screen should not be too high for viewing comfort.

The screen should be tilted as necessary to eliminate "keystoning" (a distortion of the image in which the top of the picture is enlarged out of proportion). The principle involved is that the plane of the screen should be at a right angle to the center line of projection; otherwise, the image will be distorted as shown in figure 6-8.

Wide horizontal angles of vision should also be avoided. Preferably, in an oblong room, the screen should be parallel to the shorter dimension. If the screen

is set parallel to the longer dimension, the angle of vision at either side becomes too great for easy viewing.

### Types of Screens

In general, there are five types of screens used in presentations today: high-gain aluminum, matte, lenticular, beaded and rear-projection.

**HIGH-GAIN ALUMINUM SCREENS.**— High-gain aluminum screens have thin sheets of specially grained aluminum foil laminated to a slightly concave, noncollapsible lightweight frame. The screen reflects the projected light onto an area approximately 60 degrees wide by 30 degrees high. The reflected image is about six times brighter than that of other screens. Because of the special surface characteristics, this type of screen can be used in a normally lighted room. When properly positioned, the screen rejects room light by reflecting it away from the viewers,

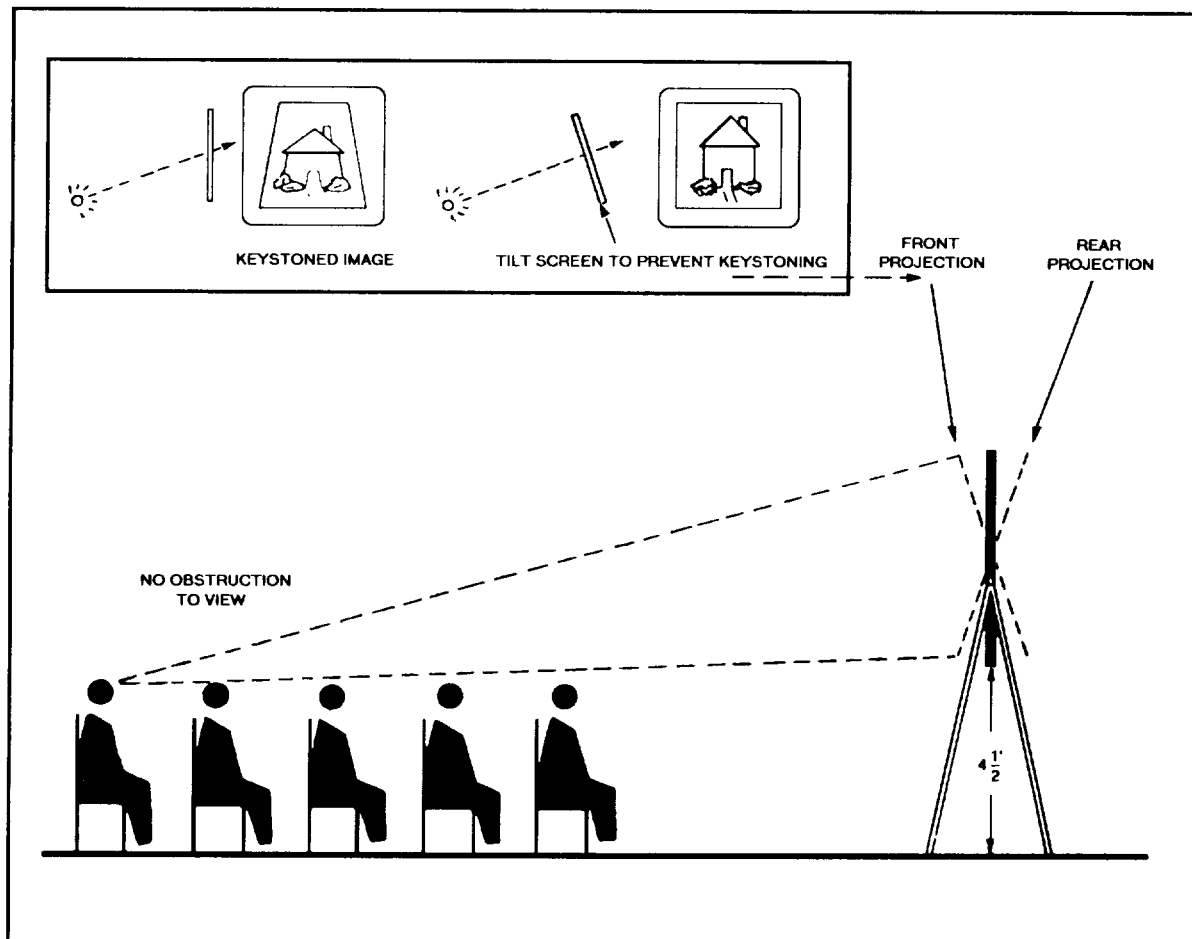


Figure 6-8.-Proper screen positioning.

thereby retaining full contrast and color saturation in the viewing area.

**MATTE SCREENS.**— Matte screens diffuse light evenly in all directions. Images on matte screens appear almost equally bright at any viewing angle. To avoid distortion caused by the viewing angle, the viewers should be no more than about 30 degrees from the center line of the projection axis; they should be no closer than two times the image height (2H) from the screen.

**LENTICULAR SCREENS.**— Lenticular screens have a regular pattern of stripes, ribs, rectangles or diamond-shaped areas. The pattern is too small to be seen at viewing distances for which the screen is designated. The screen surface may appear to be enameled, pearlescent, granular metal or smooth metal, and it may or may not have a coating over the reflective surface.

By controlling the shape of the reflecting surfaces, lenticular screens can reflect nearly all the light from the projector evenly over a fan-shaped area about 70 degrees wide and 20 degrees high. People seated farther to the sides of the screen than the 70-degree angle or above or below the 20-degree angle may not see an image; no image-forming light is wasted outside the viewing area. Many lenticular screens provide an image three or four times as bright as a matte screen.

**BEADED SCREENS.**— Beaded screens are useful in long, narrow rooms. They have white surfaces with embedded or attached small, clear glass beads. Most of the light reaching the beads is reflected toward its source. Thus a beaded screen provides a very bright image for viewers seated near the projector beam. As a viewer moves away from the beam, the image brightness decreases. At about 22 degrees from the center line of projection, the image brightness on a beaded screen is about the same as that on a matte screen. Beyond this angle it is less bright than on the matte screen.

Since nonimage, or stray light, is also reflected in the general direction from which it comes, stray light falling on a beaded screen from a viewer's position at the side of a room can be a major problem.

**REAR-PROJECTION SCREENS.**— Rear-projected images have the same requirements for image brightness, size and contrast as front-projected images. Rear projection has advantages in some situations and disadvantages in others.

A person or object in front (on the viewer side) of a rear-projection screen does not interfere with the

projection beam. This makes rear projection useful when the projector must be concealed, as in displays. It permits close examination of the screen image. Rear projection may provide advantages in image contrast and color saturation in a lighted room.

Rear projection also has its disadvantages. With conventional projection, the space over the heads of viewers is usually used for the projector beam. With rear projection, the projection beam is on the opposite side of the screen from the viewers. Consequently, space for the beam must be provided outside the viewing room behind the screen. To reduce space requirements in rear projection, you should use short focal length lenses. More commonly, mirrors are used to “fold” the projection beam. Both methods are likely to reduce image brightness and quality.

Another important consideration in rear-projection screens is the darkness of the screen as seen by reflected light. As with front projection, the highlight brightness of the image should be as bright or brighter than other areas within the viewer's peripheral vision.

If the image is to be viewed in a well-darkened room, there is no advantage in a dark-toned screen. If the image is to be large, a light-toned screen is usually preferable since it absorbs less image light than a dark-toned screen.

You can achieve optimum viewing by using the following accepted standards for audience placement in relation to the screen, as shown in figure 6-9.

### Line of Vision

In planning the space arrangement, the speaker should not stand in the line of vision. The lectern should be located to one side of the screen, leaving a clear view of two thirds of the stage area and only partially blocking the remaining third. On the opposite side of the screen from the lectern, A-frames, flipcharts, dry marker or chalkboards, and so forth, can be set up for optimum visibility.

### LIGHTING

Proper lighting is important to relaxed viewing. Without question, the less the room light, the more brilliant the image on the screen and the greater the contrast. On the other hand, brilliance and glare can be annoying and cause eyestrain. A proper level of room light reduces the contrast and permits viewing with a minimum of strain.

The light source in the room should be behind, or at least toward, the rear of the audience. This will reduce the occurrence of glare spots and extraneous light, which reduces contrast.

Front lights produce too much light on the screen, and their glare is distracting. You should never schedule an overhead projector presentation in the morning in a room that has windows on the east side that cannot be draped. Conversely, presentations should not be scheduled in the afternoon in a room with windows on the west side that cannot be draped.

Light sources that provide some illumination during projection, but not directly on the screen, help maintain a social atmosphere and permit taking notes. During projection, the screen image highlights should be brighter than any other surface within the viewer's field of view. "Hot spots" caused by reflections from shiny surfaces or gaps in window covering should be eliminated.

**The projector should never be focused on the screen without a slide!** The absence of a slide on the

overhead projector while changing transparencies results in an annoying glare. The darker the room, the greater the glare and the greater the distraction to the flow of the presentation.

None of the usual solutions to this problem are satisfactory. When the projector bulb is switched on and off, there is a risk of bulb failure, which can be an awkward distraction. The shutter that fits just under the lens can be used, but manipulation calls for a third hand if transparencies are to be shifted quickly. Furthermore, the shutter does not cut off the light from either the ceiling or the operator's eyes. The operator may be temporarily blinded and possibly lose his place in the script.

To solve this problem, you can use a simple device that cuts off light at the aperture as well as pre-positions the slides. This device, designed to work with any overhead projector, is attached to the light table with masking tape. A transparency is fed into the charnels and centered over the aperture. While this transparency is being shown, the next transparency is fed into the

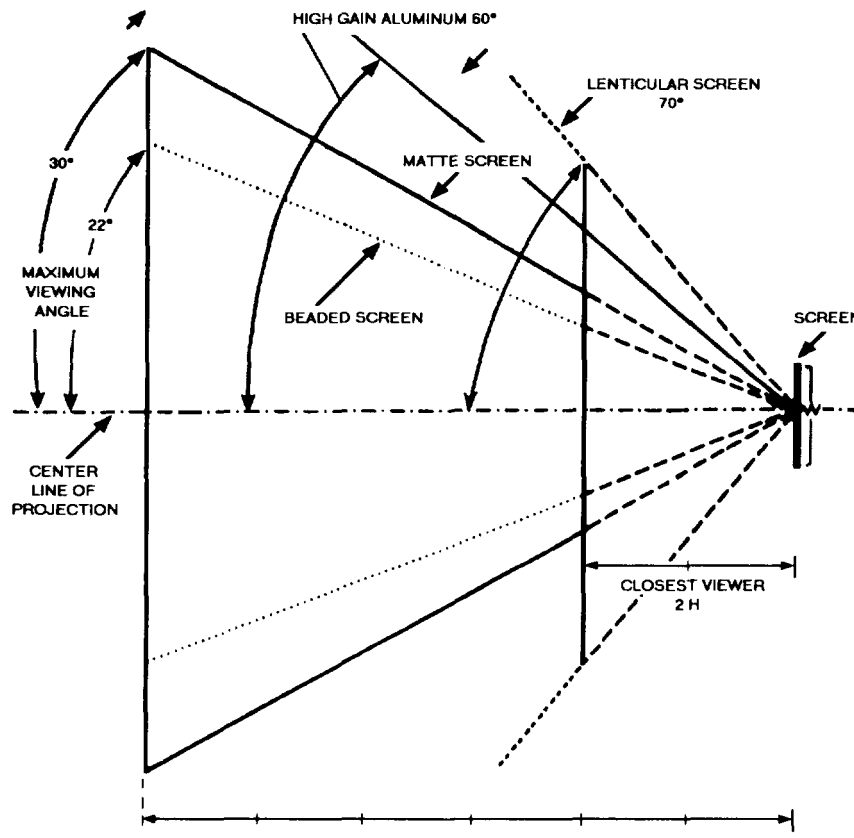


Figure 6-9.-Screen relationships for audience seating.

holding area. To change transparencies, all you need to do is push the new transparency into position, thus forcing the first one out. This device permits very rapid changes, permits the use of single cue words with no pause for changing the slide and ensures that there is always a slide over the light source, as shown in figure 6-10.

## AUDIOVISUAL MECHANICS

A well-planned presentation area with smoothly working equipment can add immeasurably to the speaker's confidence and poise. At the same time, nothing can ruin a presentation more quickly than equipment that functions incorrectly or audiovisual devices that cannot be seen or heard.

Set up the projector with the lens at an exact right angle to the screen to prevent any sideways keystone. Allow sufficient distance from the screen so the image fills as much of the screen as possible while retaining sharp focus.

Whenever possible, the mechanics of a presentation should be kept in the background—either behind the screen, to the rear of the audience or in an enclosed projection booth.

The rear-projection arrangement not only hides the machine and its operator, but it also reduces the noise and interference of the projector fans. Just as important, rear projection separates the projector and the narrator, thus eliminating a potential source of distraction. The

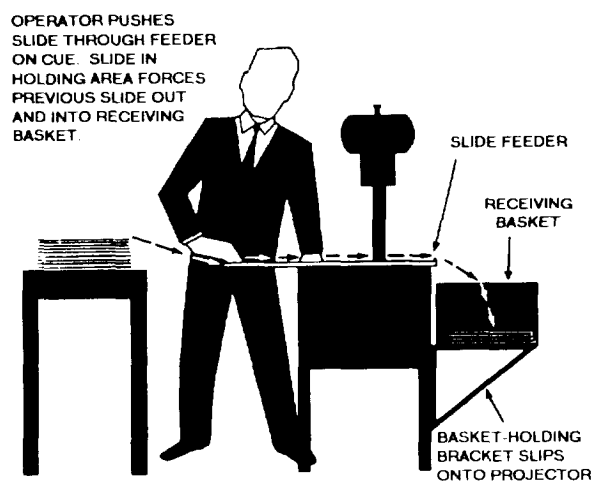


Figure 6-10.—Slide-feeder method of operating an overhead transparency projector.

major problem in rear projection for you to be aware of is lack of room behind the screen.

For rear projection (using the overhead projector described earlier), you must use a translucent screen so that the image will go through the screen; also, the transparencies must be reverse-mounted. Portable translucent screens that can be carried in small convenient cases can be purchased in several sizes. The better types can be assembled in various ways to give different heights and to slant forward or backward to eliminate keystone.

In mounting transparencies for rear projection, you must reverse the transparencies (that is, turn them upside down) before binding them in the frame. Transparencies with overlays, when mounted for rear projection, cannot be used for front projection without remounting them in the frame.

When you use more than one type of projector for a presentation (using the rear-of-audience or projection-booth method), stagger the projector heights to avoid silhouetted images of the equipment.

After your projectors are in position, take the following steps:

1. Connect the power cords, and make sure all connections are firm and cables are placed so people will not trip over them.
2. Turn on the machines, check for proper operation and familiarize yourself with all controls. Keep a spare bulb by each machine.
3. Run through the material to be projected, checking for relevance of material, quality of projection and focus.
4. Set each machine for immediate cue-in.
5. Place speakers (amplifiers) as far from the lectern as possible while still remaining in front of the audience. This will avoid microphone squeal or feedback. Place them on opposite sides of the room, angled slightly toward the audience; set them to a height several feet above the audience to enable undistorted sound to reach the back of the audience.

## COMMAND SPEAKERS BUREAU

**Learning Objective:** *Identify the guidelines for establishing and operating a command speakers bureau.*

A local speakers bureau is normally a part of the public affairs office. The bureau is responsible for

implementing, on a local level, the functions of the CHINFO Speakers Support Division which are as follows:

- To broaden the scope of platform appearances by Navy speakers to include all segments of American society
- To secure qualified Navy speakers for appropriate gatherings
- To provide (upon request) in-depth reference material and previously delivered speeches concerning primary naval subjects
- To provide guidance on speech security and policy reviews

Local speakers bureaus are usually part of the community relations section of a public affairs office. These bureaus offer one of the best and most direct means of reaching the public and keeping them informed of various Navy activities. All public affairs offices are encouraged to establish and maintain a speakers bureau. Other large commands, and some allied naval commands, such as SACLANT, operate some type of formal speakers program.

In its simplest form, a speakers bureau is nothing more than a list of speakers who talk on a variety of subjects. To be a truly effective tool in enhancing the goals of a well-planned community relations program, however, a speakers bureau demands much more. It demands, for example, detailed planning and organization. If you establish and operate a speakers bureau, you should follow certain guidelines, as listed below:

- Prepare a good speakers bureau planning directive.
- Develop and maintain a roster of volunteer speakers.
- Prepare speakers' folders.
- Develop a civic organization file.
- Develop a speakers bureau reference library file.
- Maintain an organized file on all incoming and outgoing correspondence relating to the bureau's operation.
- Advertise the bureau.
- Evaluate all speaker requests.

- Be prepared to assist the speaker(s) in any way possible.
- Evaluate the speaking engagement.

## ESTABLISHING A DIRECTIVE

When preparing your planning directive to establish standing operating procedures for a speakers bureau, you should thoroughly investigate all policy, guidance and restrictions, if any, of higher authority. You must comply with the provisions of *PA Regs*.

You can get help regarding the writing, scheduling and handling of speaker requests from the CHINFO Speakers Support Division. Invaluable reference sources available from this division are the *Navy Fact File* (NAVSO P-3002), a collection of unclassified information on a variety of Navy subjects, and *Navy Talking Points*, a compilation of authoritative information on important Navy issues.

Other sources are as follows:

- *Annual Posture Statement* by the SECNAV and CNO (available in March annually, following congressional testimony)
- *The Almanac of Sea Power* (published annually in April by the Navy League of the United States)
- *National Security Strategy of the United States* (The White House, January 1988)
- *Bartlett's Familiar Quotations*, John Bartlett
- *Dictionary of Military and Naval Quotations*, Robert DebHeinl, Jr. (U.S. Naval Institute Press)
- *The Great Thoughts*, compiled by George Seldes

After a thorough study of the previously mentioned references, determine local command policy, guidance and restrictions, if any, for the speakers bureau. This support should be reflected in your planning directive in the paragraph on "policy." Other essentials that must be published in the bureau plan areas follows:

- Responsibilities (include what the public affairs office will do to assist speakers, what the speaker must do, and what other agencies are responsible for).
- Restrictions, if applicable (may be included as part of the "command policy" paragraph).
- Specific details on the operation of the bureau (explain clearly the sequence of events in an

PUBLIC AFFAIRS OFFICE  
NAVAL EDUCATION AND TRAINING  
PROGRAM MANAGEMENT SUPPORT ACTIVITY  
SAUFLEY FIELD  
PENSACOLA, FLORIDA 32509-5000

21 July 1992

ATC Gerald P. Holstein  
NETPMSA Code 315  
Pensacola, FL 32509-5000

Dear Chief Holstein,

I have been informed that you are interested in participating in the NETPMSA Speaker's Program at Saufley Field.

Much understanding and goodwill are built for the Navy and Saufley Field by this program of speaking engagements with organizations in the civilian community. Last year many NETPMSA speakers participated in programs sponsored by civilian organizations.

Our Speakers Bureau maintains the speaker's file, that includes a biography on the speaker, a record of previous speaking engagements and a copy of the speech that has been reviewed and cleared.

When a request for a speaker is received, this file is used to assist in obtaining the right speaker and the subject for the job, and assists in proper publicity as required.

Speaker nominees are contacted directly by the Speakers Bureau since the speaking engagement is voluntary; however, all commitments are subject to approval by commanders concerned. I request that you make a brief outline of your subject topic, complete the biographical data sheet enclosed and return both to this office.

After these are received, you will be contacted, and I would like to speak to you personally about the program.

Sincerely yours,

URSULA R. MAJOR  
Public Affairs Officer

Figure 6-11.Follow-up letter.

assigned speaking engagement, including any reports that must be submitted by speaker).

- Administration (if not included under the above paragraph, state clearly any financial responsibilities, who publishes applicable orders, etc.)

In preparing your planning directive, completeness and word choice will have a strong influence on the ease with which you obtain qualified speakers. Give the speaker as much assistance as possible. Reflect those items in your directive.

## **DEVELOP A SPEAKER FILE**

After defining the bureau guidelines, develop a roster of speakers who are qualified and express a desire to speak on Navy associated subjects. Consider everyone in the command—officers, enlisted personnel, Navy civilians, retired and Reserve personnel. A public affairs representative can find capable speakers through the use of questionnaires, personal interviews and staff and command assistance.

Many of our younger petty officers and nonrated men and women are extremely articulate, and more important, they have a rapport and voice among high school and college students which older officers and petty officers seldom match. Such young men and women should be sought out and used in speakers bureaus, and opportunities for them to speak should be solicited vigorously, particularly among younger audiences.

Another group of “natural” speakers are the instructors in the various Navy training programs. These men and women have an authority and a ring of authenticity that officers cannot duplicate; they were selected for their ability to speak

Naval personnel of any minority race are frequently the most effective speakers to send to groups composed chiefly of their own race.

Recruiting speakers requires a determined effort. There are a variety of methods through which you can seek volunteers. Some of these methods are discussed in the following text.

### **Command Assistance**

Informing incoming personnel of the command’s speakers program can be accomplished during initial interviews with the officer in command or the person designated to give indoctrination briefings. The

command public affairs office is normally included on the individual’s check-in sheet. This is a perfect time to sell the bureau to prospective speakers. If incoming personnel express a desire to participate, follow up with a personal letter such as the example in figure 6-11, Enclose a speaker biographic data form, such as the one contained in figure 6-12. You can make your own modification of this form as well as the others discussed in this chapter.

### **Review Personnel Data**

To gain more insight about potential speakers, request a continuing list of incoming personnel be sent to the public affairs office with key items of data (department or division assigned, previous assignments, unusual duty, etc.). Send a letter requesting participation when the name of a potential speaker crosses your desk.

### **Advertise**

You can advertise your speech program by doing the following: (1) sending letters to neighboring subordinate commands requesting they assist you by inviting qualified members of their organization to participate (fig. 6-13); (2) sending form letters to all personnel urging participation (including the biographic data sheet, as shown in fig. 6-12); and (3) publishing information in the command newspaper, newsletter, Plan of the Day, SITE system, and so forth.

### **Toastmasters International**

Toastmasters is an international organization that gives its members training and experience in public speaking. Local clubs exist in most cities where naval activities are located. Many Navy personnel participate in these clubs, and such participants are often excellent candidates for the speakers bureau. Contact the club chairman and ask for the names of qualified naval participants.

### **Incentives**

Speakers often need incentives to participate. Publicize the bureau and what it is accomplishing. Give recognition to speakers and give certificates; publicize awards and commendations for speakers in newspapers, bulletins, and so forth. Such recognition can often make the task of recruiting much easier.

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
Last First Middle Initial

GRADE \_\_\_\_\_ ORGANIZATION AND DUTY ASSIGNMENT \_\_\_\_\_

1. HAVE YOU EVER HAD FORMAL TRAINING IN PUBLIC SPEAKING? YES NO  
WHERE? \_\_\_\_\_
2. HAVE YOU EVER HAD PUBLIC SPEAKING EXPERIENCE? YES NO  
NUMBER OF YEARS \_\_\_\_\_
3. SUBJECTS YOU ARE QUALIFIED TO DISCUSS (IN ORDER OF PREFERENCE):
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
4. CIVIL AND/OR FRATERNAL ORGANIZATIONS IN WHICH YOU HAVE HELD MEMBERSHIP:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
5. PLEASE WRITE A BRIEF BIOGRAPHICAL SKETCH ON THE BACK OF THIS FORM.

\_\_\_\_\_  
Signature

Figure 6-12.-Biographical data form.



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NAVAL EDUCATION AND TRAINING  
PROGRAM MANAGEMENT SUPPORT ACTIVITY  
SAUFLEY FIELD  
PENSACOLA, FLORIDA 32509-5000**

5721  
Code 00Z

From: Public Affairs Officer, NETPMSA  
To: All Area Public Affairs Officers

Subj: ESTABLISHMENT OF SPEAKERS BUREAU; REQUEST FOR ASSISTANCE

1. A major concern of the Navy's public affairs program is in the area of fostering good community relations. One of the most effective methods of accomplishing this is through a Speakers Bureau. The NETPMSA Public Affairs Office is in the process of expanding and improving the present system and is requesting your assistance.

2. This office receives requests from civilian organizations to supply speakers for business or social gatherings. The requester may have a specific topic in mind, or he may ask us to suggest one. To obtain a wide variety of qualified speakers from which to select, we are attempting to organize our bureau with officer, enlisted and civilian personnel of all ranks, rates, grades, jobs and experience.

3. We need your assistance in canvassing your command and publicizing our recruiting program to encourage those interested to contact us. We are desirous of establishing this program with personnel interested in speaking on a variety of topics.

4. This office will provide or arrange transportation for all speaking engagements. We have videos and slides available for use as supporting material, and we will provide the equipment and an assistant if needed. We will also be happy to render assistance in preparing the speech.

5. For us to select the speaker best qualified for a particular engagement, we maintain a file on the background of each speaker herein our office.

6. We appreciate your assistance in this matter. Please direct your personnel to contact me at 452-9999.

U. R. MAJOR

Figure 6-13.-Letter to neighboring commands inviting speakers bureau participation.

**SPEAKERS FOLDERS**

The next step is to prepare a folder on each recruited speaker. The folder will provide the best method of being sure that you select the right speaker for the right occasion and special audience.

The following information should be included in this folder:

- Previous speaking experience or training
- Special qualifications to speak on certain subjects
- Previous speaking engagements and evaluations
- Biographic data sheet
- Photographs and news releases for advance publicity, a proposed introduction for the program chairmen and any additional elements that might be of interest in fitting a speaker to a subject

If your speakers bureau is fortunate and has a large number of speakers, it may be advantageous to use a cross-reference system to identify speakers and subjects easily. Prepare cards that can be filed alphabetically according to topic (fig. 6-14).

**CIVIC ORGANIZATION FILE**

In addition to information concerning the speakers, it is equally important to develop an extensive tile on community organizations that includes detailed

information on various civic groups, veterans’ organizations and other types of forums before which Navy speakers might appear. Such information provides data for audience analysis, which is essential if the speech is to achieve its objectives.

**SPEECH RESEARCH LIBRARY**

The fifth step in the organization of a speakers bureau is the development of a reference library. This file should include reference material on most Navy or military oriented topics. The more complete the reference library, the greater the assistance to the speaker. Such assistance may be a determining factor in the speaker’s willingness to accept speaking engagements.

The following is a list of functions of the reference library file:

- To assist the speaker in selecting a topic of current interest that is appropriate to the mission of the command.
- To provide easy access to factual information on current topics.
- To provide easy access to policy statements and speeches on current themes.
- To provide guidelines and models for the preparation of speeches.
- To provide appropriate data concerning the availability of audiovisual aids.

|   |                            |       |
|---|----------------------------|-------|
| <b>SPEAKERS BUREAU CARD</b><br><i>(PRINT ALL ENTRIES - USE SEPARATE CARD FOR EACH SPEECH)</i> |                            |       |
| LAST NAME - FIRST NAME - MIDDLE NAME  | ORGANIZATION               | PHONE |
| SPEECH TITLE  |                            |       |
| TYPE OF AUDIENCE  |                            |       |
| SECURITY CLASSIFICATION   | TIME REQUIRED FOR DELIVERY |       |
| BRIEF RESUME  |                            |       |

Figure 6-14.-Cross-reference card.

Consider maintaining the following materials in your reference library:

- Fact sheets
- Press clips or broadcast summaries
- Newsletters
- Copies of speeches previously given
- Specially prepared speech materials that may be obtained from the CHINFO Speakers Support Division
- Selected periodicals and Navy magazines publishing key Navy speech themes
- Command information materials

### **LETTER FILE**

A letter file has two major purposes: (1) to provide a complete record of the operations of the speakers bureau and (2) to provide a reference for new personnel in operating the bureau and continuing established procedures without loss of efficiency.

Your correspondence file should contain the following:

- Letters from organizations that request speakers (fig. 6-15)
- Replies to organizations, accepting or rejecting requests, as well as follow-up letters with additional details (fig. 6-16)
- Notification to the speaker nominee confirming the speaking engagement (fig. 6-17)
- Reports of speaking engagements made by speakers following their presentations (fig. 6-18)
- "Thank you" letters from sponsoring organizations to speakers of the bureau
- Official commendations or letters of appreciation to speakers (fig. 6-19)
- Special forms used in operating the bureau, such as work sheets (fig. 6-20) and speaker request forms (fig. 6-21)

### **ADVERTISING THE BUREAU**

After you establish a speakers bureau, you need to develop appropriate speaking platforms-groups before whom your speakers can deliver the Navy's message. Use the following methods to advertise your bureau and encourage worthy speaking requests.

### **Brochures**

Distribute brochures to present information on the availability of speakers, topics that can be requested and the method of requesting.

### **Letters**

Send letters to various organizations telling them about your speakers bureau (fig. 6-22). Enclose copies of your speaker request form.

### **Publicity**

Advertise in various publications (command newspapers, radio and television spot announcements, etc.). Speakers can advertise the bureau when addressing various groups (for example, as an offer of service to the community to provide speakers for programs). Issue news releases advertising the bureau.

### **Chamber of Commerce**

Inform the local chamber of commerce about your speakers bureau. They often receive requests for speakers and may refer them to you.

### **Toastmasters International**

Inform your local Toastmasters club of the speakers bureau. As in the case of the local chamber of commerce, they can refer speaking requests to you.

### **Retired or Reserve Personnel**

Ask these groups to advertise among their many civilian contacts the availability of military speakers.

### **Neighbor Commands**

Inform adjacent military commands of your bureau. They will frequently receive requests they cannot fill and will refer them to you.

### **EVALUATION OF REQUESTS**

With the speakers bureau effectively organized and properly publicized, numerous speaking requests can be anticipated. It is now the task of the public affairs office (or head of the speakers bureau) to evaluate requests for speakers to ensure that providing a speaker is in the best interests of the service and make sure the command will get all the possible benefits from the speaking

**ROBERT NARCISSUS  
STRUCTURAL ENGINEER  
6916 Corrydale Drive  
Pensacola, Florida 32506**

May 1, 1992

Ms. Ursula R. Major  
Public Affairs Officer  
NETPMSA  
Saufley Field  
Pensacola, FL 32509-5000

Dear Ms. Major,

I am the downtown Pensacola Rotary Club program chairman for the month of June. In the past, we have had a number of very informative and pleasurable speakers for our programs from the U.S. Navy.

I wonder if it would be possible to arrange for a speaker for our club either June 9 or June 25, to speak to us on "Computer Forecasts for the Future." This is only a suggested subject, as I am open to any others concerning computers.

Our meetings are held on Fridays at the Gadfly Hotel at approximately 12:15 p.m. I would appreciate knowing when the best date would be so another program could be arranged for the remaining date.

Yours very truly,

ROBERT NARCISSUS

Figure 6-15.-Incoming letter.

**PUBLIC AFFAIRS OFFICE  
NAVAL EDUCATION AND TRAINING  
PROGRAM MANAGEMENT SUPPORT ACTIVITY  
SAUFLEY FIELD  
PENSACOLA, FLORIDA 32509-5000**

4 May 1992

Robert Narcissus  
Structural Engineer  
6916 Corrydale Drive  
Pensacola, FL 32506

Dear Mr. Narcissus,

Thank you for your letter of 1 May 1992. We will be pleased to furnish you with a speaker for the June 9 meeting of the Pensacola downtown Rotary Club.

Mrs. Myra Ganset, a NETPMSA computer programmer, has graciously agreed to speak to your group on the subject, "Computer Forecasts for the Future." She will plan to meet with you at the Gadfly Hotel at 12:15 p.m. on the 9th. I have enclosed a biographical sketch on Mrs. Ganset for your use as an introduction and for any pre-publicity you may want to make.

Thank you for your interest in NETPMSA. If you need any further assistance, please feel free to call meat 452-9999 or write me at the above address.

Sincerely yours,

URSULA R. MAJOR  
Public Affairs Officer

Figure 6-16.-Acceptance letter.

Date: \_\_\_\_\_

From: Public Affairs Officer, NETPMSA

To:

Subj: CONFIRMATION OF SPEAKING ENGAGEMENT

1. Confirming our recent telephone conversation, you are scheduled to address the members of \_\_\_\_\_

in \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_

There will be approximately \_\_\_\_\_ in the group. \_\_\_\_\_

\_\_\_\_\_ is your point of contact and will meet you

2. Transportation arrangements for this engagement are: \_\_\_\_\_

Directions for travel to the place of presentation: \_\_\_\_\_

3. Please complete the attached form after your presentation and forward it to this office as soon as possible. Your participation in the NETPMSA speaking program is appreciated.

U. R. MAJOR

Figure 6-17.-Confirmation letter.

From:

To: Speakers Bureau, NETPMSA

Subj: REPORT ON SPEAKING ENGAGEMENT

Report on speaking engagement to \_\_\_\_\_  
(Organization) (City or Town)

Date of presentation: \_\_\_\_\_

Subject of speech: \_\_\_\_\_

Number in audience: \_\_\_\_\_

Type and description of audience: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Manner in which speech was received: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments following speech: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Brief estimate of value to Navy-civilian community relations: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Should speakers be furnished to this group in the future? \_\_\_\_\_

Was the engagement worth the time and effort expended? \_\_\_\_\_

Any other pertinent remarks: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Figure 6-18.-Speaking engagement report.

From: Chief of Naval Education and Training  
To: ATC Gerald P. Holstein, USN, 123-45-6789

Subj: LETTER OF APPRECIATION

1. Your voluntary participation in the NETPMSA Speakers Bureau has been brought to my attention. The four speeches on the future of U.S. Naval Aviation which you presented to civilian groups in the past three months have been informative and well received.
2. The speeches, given on your own time after normal working hours, have provided excellent support for the overall Navy Community Relations Program in the Pensacola area. Your actions have reflected credit upon the naval service and particularly commands within the Pensacola naval complex, and have been in the spirit of the President's program for provision of services and communications to the public.
3. Your extra effort on behalf of the NETPMSA Speakers Bureau and the Community Relations Program is appreciated.

ALVIN R. K. GECKO  
Rear Admiral, U.S. Navy

Figure 6-19.-Letter of appreciation.



Date \_\_\_\_\_

Requester: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Organization: \_\_\_\_\_ No. to attend: \_\_\_\_\_

Location of meeting: \_\_\_\_\_

Date: \_\_\_\_\_ Hour: \_\_\_\_\_ Length of speech: \_\_\_\_\_

Subject: \_\_\_\_\_

Speaker: \_\_\_\_\_ Phone: \_\_\_\_\_

Equipment: \_\_\_\_\_

Slide Proj.

Overhead Proj.

VCR/Monitor

Screen

Operator

Other

Transportation arrangements desired by speaker:

Will use privately owned vehicle: \_\_\_\_\_

Military vehicle (self-driven): \_\_\_\_\_

Military vehicle (w/driver): \_\_\_\_\_

Other (air travel, etc.): \_\_\_\_\_

Transportation request prepared: \_\_\_\_\_

Forwarded to transportation section: \_\_\_\_\_

Confirmation notice to speaker: \_\_\_\_\_ Letter to requester: \_\_\_\_\_

Photo, biog. & intro. forwarded: \_\_\_\_\_ Handled by phone: \_\_\_\_\_

MISCELLANEOUS REMARKS (TAD orders cut, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Figure 6-20.-Speakers bureau work sheet.

Return to:  
NETPMSA Public Affairs Office  
ATTN: Speakers Bureau  
Pensacola, Florida 32509-5000

Requesting organization and point of contact: \_\_\_\_\_  
\_\_\_\_\_

Date of request: \_\_\_\_\_

Date and time presentation is desired: \_\_\_\_\_

Place \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Luncheon \_\_\_\_\_ Dinner \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Subject desired: \_\_\_\_\_

Length of presentation: \_\_\_\_\_

Type of audience (technical, general public, male, female, mixed, private group): \_\_\_\_\_  
\_\_\_\_\_

Are the facilities to be used during this meeting open to all, regardless of race? \_\_\_\_\_

Will any racial group be excluded from or segregated within your meeting? \_\_\_\_\_

Is any racial group excluded from membership in your organization? \_\_\_\_\_

Will transportation be available at the arrival point (airport, rail terminal, etc.)? \_\_\_\_\_

Will the following equipment be available for the speaker:

1. Public address system \_\_\_\_\_
2. Lectern \_\_\_\_\_
3. Videotape player and monitor \_\_\_\_\_
4. A lavalier or lapel microphone \_\_\_\_\_
5. Slide projector \_\_\_\_\_
6. Light pointer \_\_\_\_\_

Are suitable hotel or motel accommodations available?

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_

Expected attendance \_\_\_\_\_

Name and signature of person completing this form: \_\_\_\_\_

Organization title or affiliation: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Figure 6-21.-Speaker request form.

**PUBLIC AFFAIRS OFFICE  
NAVAL EDUCATION AND TRAINING  
PROGRAM MANAGEMENT SUPPORT ACTIVITY  
SAUFLEY FIELD  
PENSACOLA, FLORIDA 32509-5000**

21 July 1992

Ms. Sally O'Forth  
2336B Risher Court  
Pensacola, Florida 32507

Dear Ms. O'Forth,

Did you know that NETPMSA Saufley Field maintains a Speakers Bureau listing capable public speakers who are knowledgeable on many academic, business and military subjects?

If you have had difficulty finding a qualified speaker to address a meeting of your organization, we maybe able to help.

As sailors, we can speak best about our mission of training young people in the U.S. Navy. However, we are also engineers, law enforcement experts, dentists, lawyers and similarly qualified professionals.

Our people work daily with modern methods of instruction, medicine, food preparation, vehicle utilization, maintenance, personnel management and budget planning.

Our speakers run the gamut of being young men and women fresh out of school to mature chief petty officers and staff officers who have served many years in war and peacetime assignments.

If our Speakers Bureau is of interest to you, please contact us at 452-9999, or write us a letter outlining your requirements on the enclosed form.

Sincerely,

URSULA R. MAJOR  
Public Affairs Officer

Figure 6-22.-Letter soliciting speaking platforms.

engagement. Recommended procedures are discussed in the following text.

### **Policy Guidance**

Check the speaking request against policy as stated in *PA Regs*. Your planning directive should reflect the guidance found in the *Regs* and provide an adequate measuring device to determine if a request is within the scope of the speakers bureau objectives.

### **Investigate the Group**

If a request is received by telephone, always ask for a follow-up letter. Ask for information concerning the organization (if the data in your civic organizations files is incomplete) and the speaking engagement. Check out the organization to be sure it is not one before which military speakers are restricted from appearing.

### **Judge Worthiness**

Based on the information obtained, determine if accepting the speaking engagement will be in the best interest of the Navy and afford benefits for the command.

### **Estimate the Speaking Situation**

If a request is deemed worthy and within established policy and guidance, proceed with a detailed analysis of the audience, occasion and location. The civic organization files should be used, and any gaps filled in by the requesting organization.

### **Select and Clear the Speaker**

Having estimated the speaking situation, select the speaker best qualified and make sure he will be able to accept the engagement. Have an alternate speaker prepared just in case. Notify the speaker in writing after checking his availability by telephone.

### **Accept the Request**

When you have completed the previous analysis and assured yourself that the speaker can accept the engagement, notify the organization in writing. You may initially accept the request by telephone and follow with a letter. Provide the organization program chairman with a photograph and either a biographical information sketch (fig. 6-23) or a proposed introduction for the speaker.

#### **BIOGRAPHICAL INFORMATION MYRA GANSET**

Myra Ganset was born in Bronx, New York, where she received her high school education from Harry Vetch High School and her bachelor of science degree in computer science from Bronx Lebanon College. She received her master's degree in computer science from Norman's Kill University in Delmar, New York.

Mrs. Ganset taught high school in Queens, New York, before serving in her first government service assignment at the U.S. Coast Guard Station on Governors Island in New York Harbor. During her five-year tenure there, she earned three service excellence awards and garnered Civilian of the Year honors in 1977 for her innovative computer programming methods.

Following several government service assignments in the New York City area, Mrs. Ganset hosted the first syndicated radio talk show in New England dealing exclusively with computers. "Bits and Bytes" was in its eighth year when Mrs. Ganset assumed her computer programming duties at NETPMSA in June.

Mrs. Ganset and her husband live in Gulf Breeze with their nine children.

**Figure 6-23.-Speaker's biographical information.**

## **ASSISTING THE SPEAKER**

The public affairs office that desires a truly effective speakers bureau must provide capable assistance to a speaker who has accepted an engagement. The following is a list of things for you to consider:

- Brief the speaker on the purpose of the speech, the importance of the engagement to the command, the value that can be derived and the benefit expected. Be sure he understands any special guidelines that apply to the speaking engagement.
- Help the speaker analyze the audience, occasion and location.
- Assist in selecting an appropriate topic and in narrowing the topic for the particular audience.
- Advise the speaker, if he so desires, on format, organization, sequence of ideas, support material, and so forth.
- Make sure the speech receives a security and policy review. Edit the speech as necessary for propriety.
- Provide an opportunity to critique the presentation in rehearsal.

- Provide assistance obtaining audiovisual devices and aids. It is sometimes necessary to train the speaker on setting up and operating the equipment. Assign an assistant if the speaker feels he will encounter difficulties operating the equipment and making the speech simultaneously.
- Provide the speaker with material that will prepare him to answer special questions not directly relevant to his subjects that maybe asked at the conclusion of his talk.

## **EVALUATION OF THE SPEAKING ENGAGEMENT**

After the speech, attempt to determine the effectiveness of the presentation. Ask the speaker to submit a speaking engagement evaluation report (fig. 6-18) that should be sent with the speaking confirmation letter; request comment from the organization; request comment from military personnel who may have attended the presentation; and seek to attend various presentations yourself from time to time to make personal evaluations.

The public affairs office that is willing to expend the considerable effort required will reap immeasurable success from realizing the full potential of Navy speakers.

